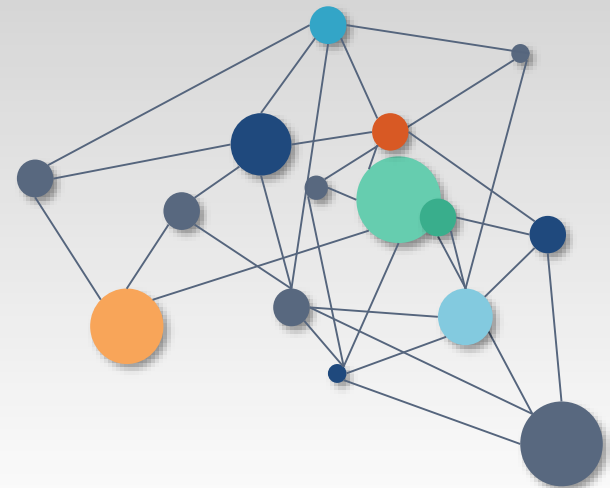


# Data Backdrop for Missouri's State Student Financial Aid Policy Task Force

June 26, 2018



[nchems.org](http://nchems.org) • [higheredinfo.org](http://higheredinfo.org)



# State Goal

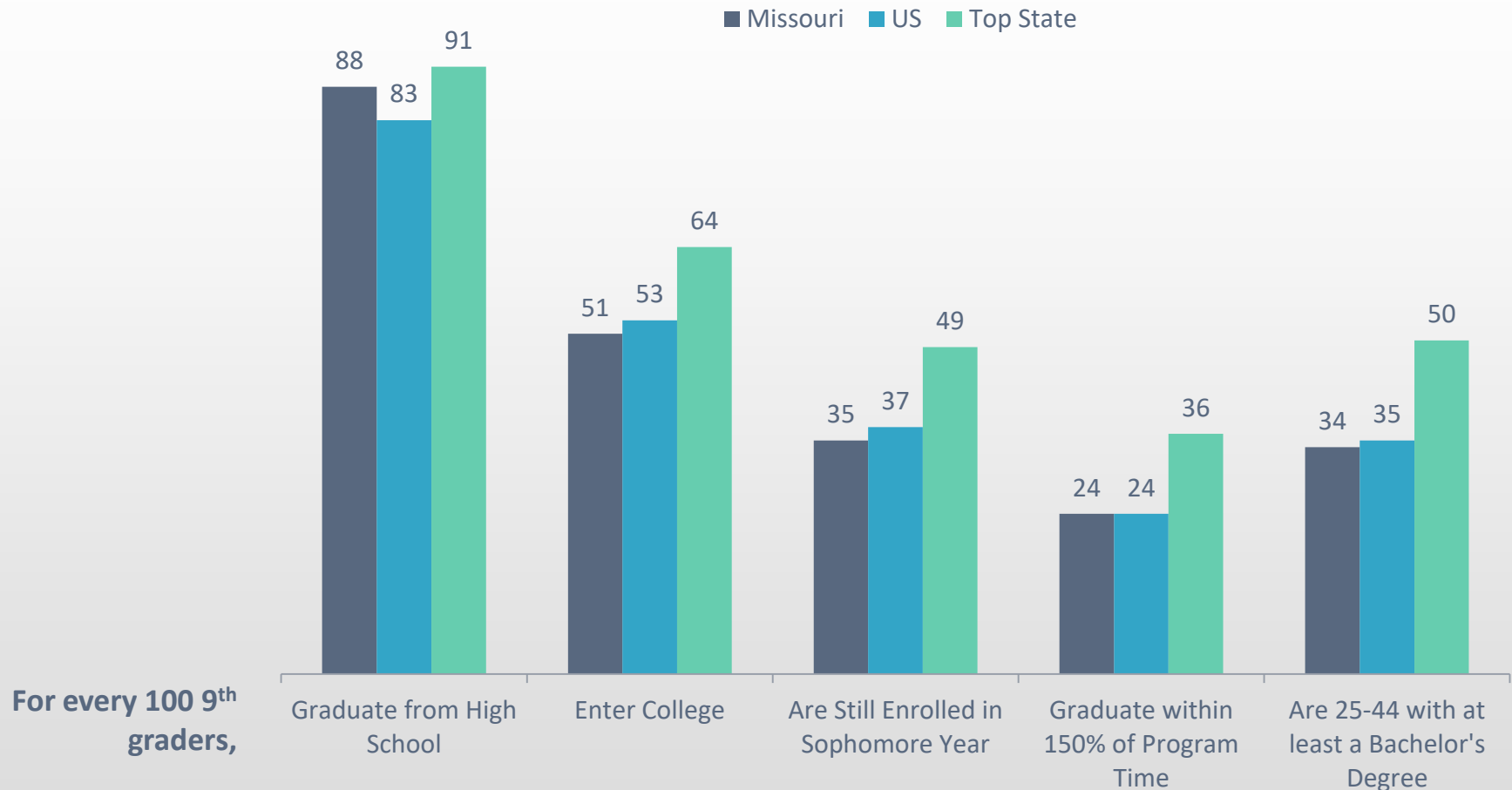
To reach Missouri's state educational attainment goal of having 60 percent of working-age adults with a postsecondary credential by 2025, Missouri will need to produce an estimated

**160,000**

additional credentials from 2014 onwards. At current rates, Missouri is on track to produce only 7,400.



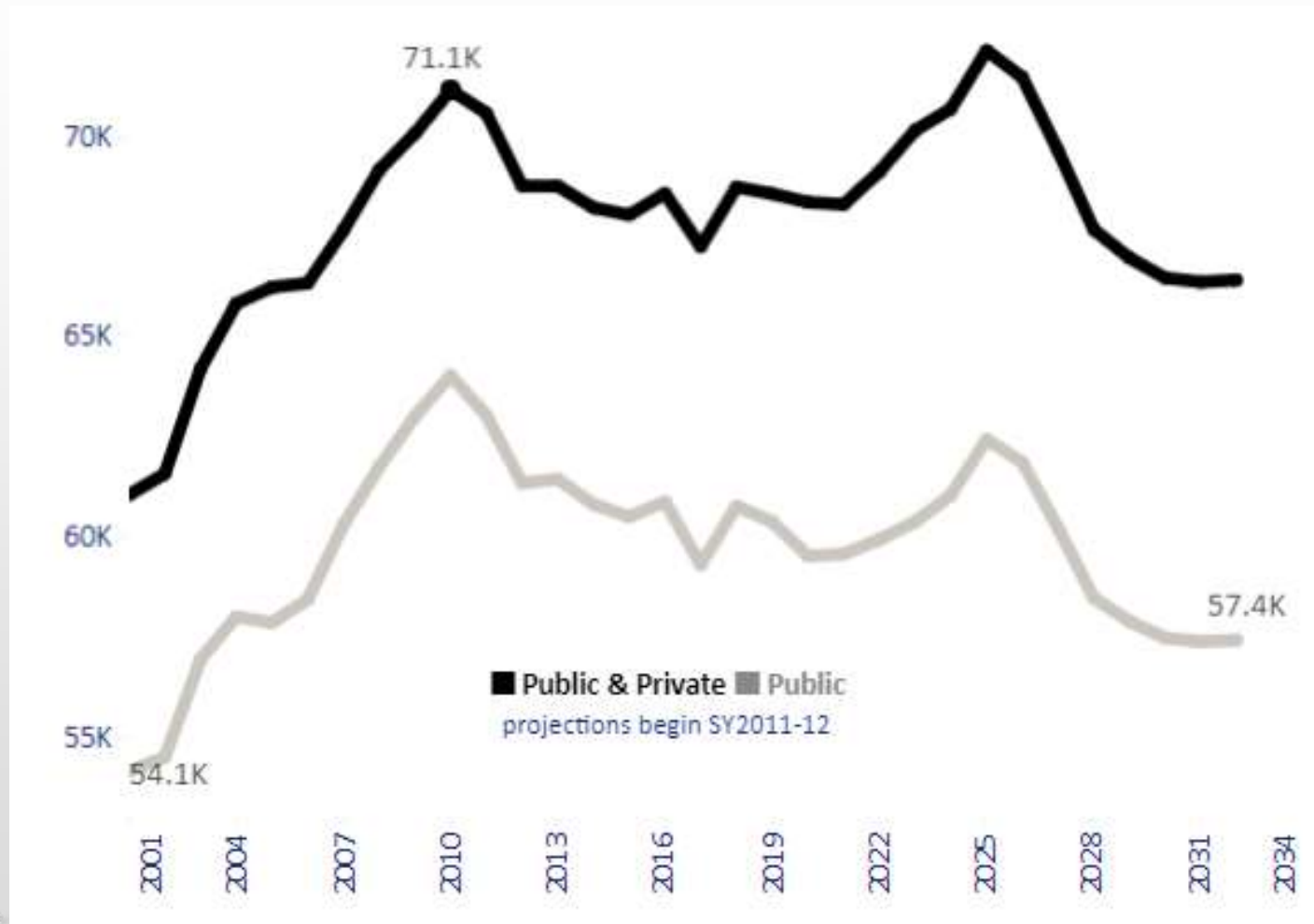
# Missouri's Student Pipeline - Transition and Completion Rates from 9th Grade through College - 2016



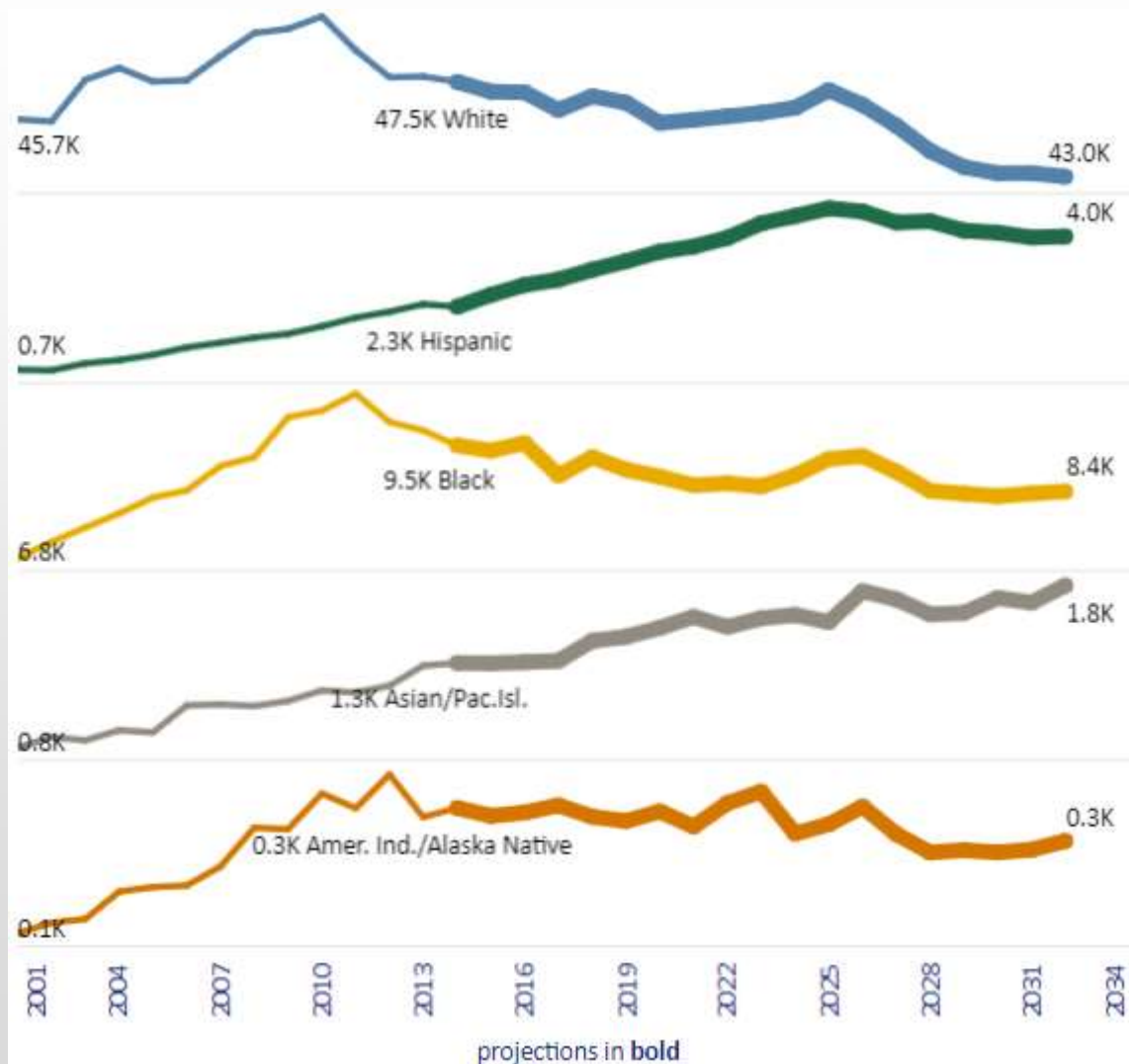
Sources: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2014–15. See Digest of Education Statistics 2016, table 219.46; WICHE, Knocking at the College Door: Projections of High School Graduates, 2016 (Extraction 12-28-16); NCES, IPEDS Fall 2016 Residence & Migration Enrollment File; ef2016\_c Provisional Release Data File; Fall 2016 Retention Rate File; ef2016\_d Provisional Release Data File; 2015-16 Graduation Rate File; gr2016 Provisional Release Data File.



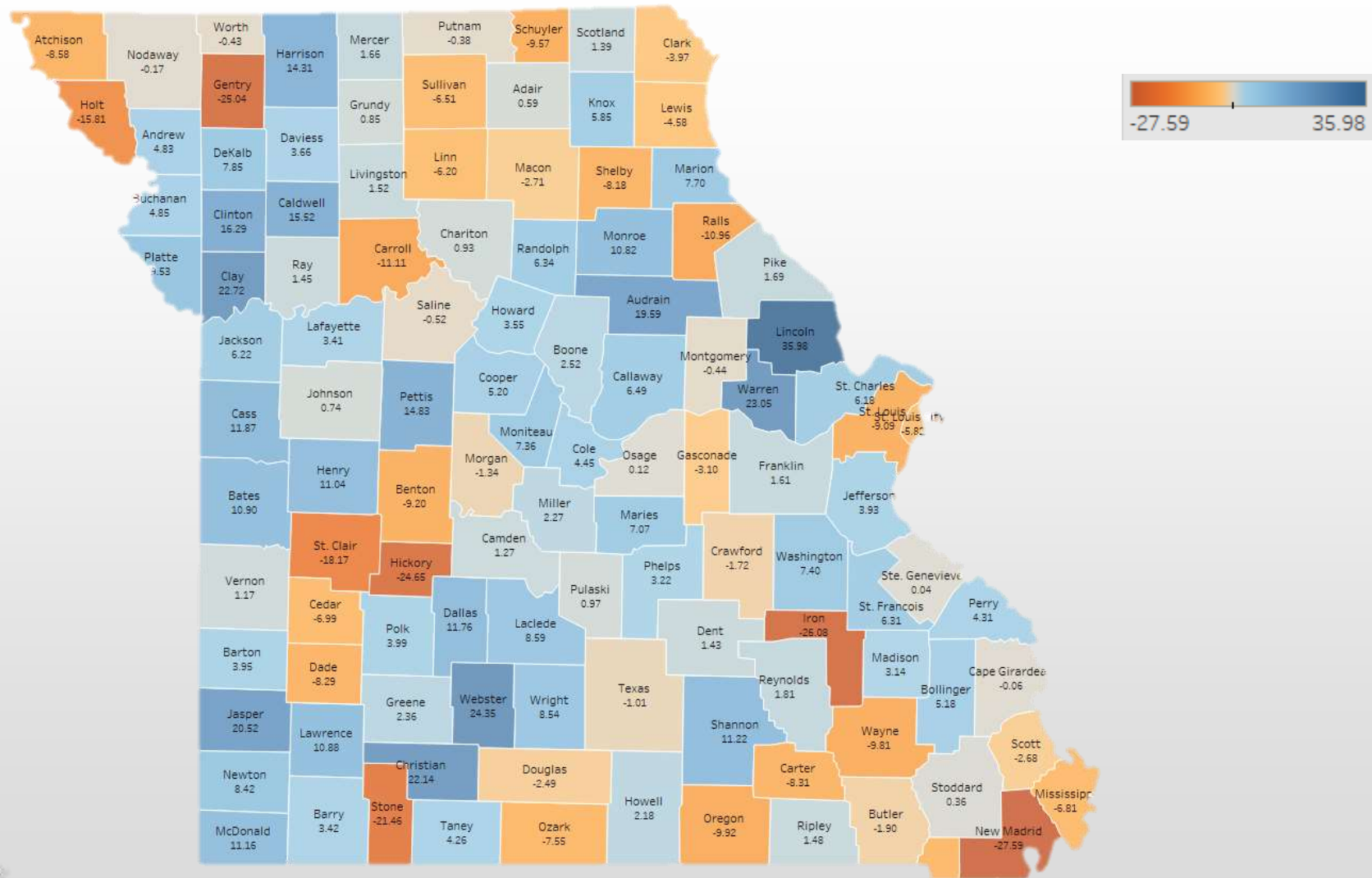
# Projections of High School Graduates in Missouri



# Projections of Public High School Graduates, by Race/Ethnicity



# Missouri Population Projections by County, Adults Aged 15-24 (percent change)

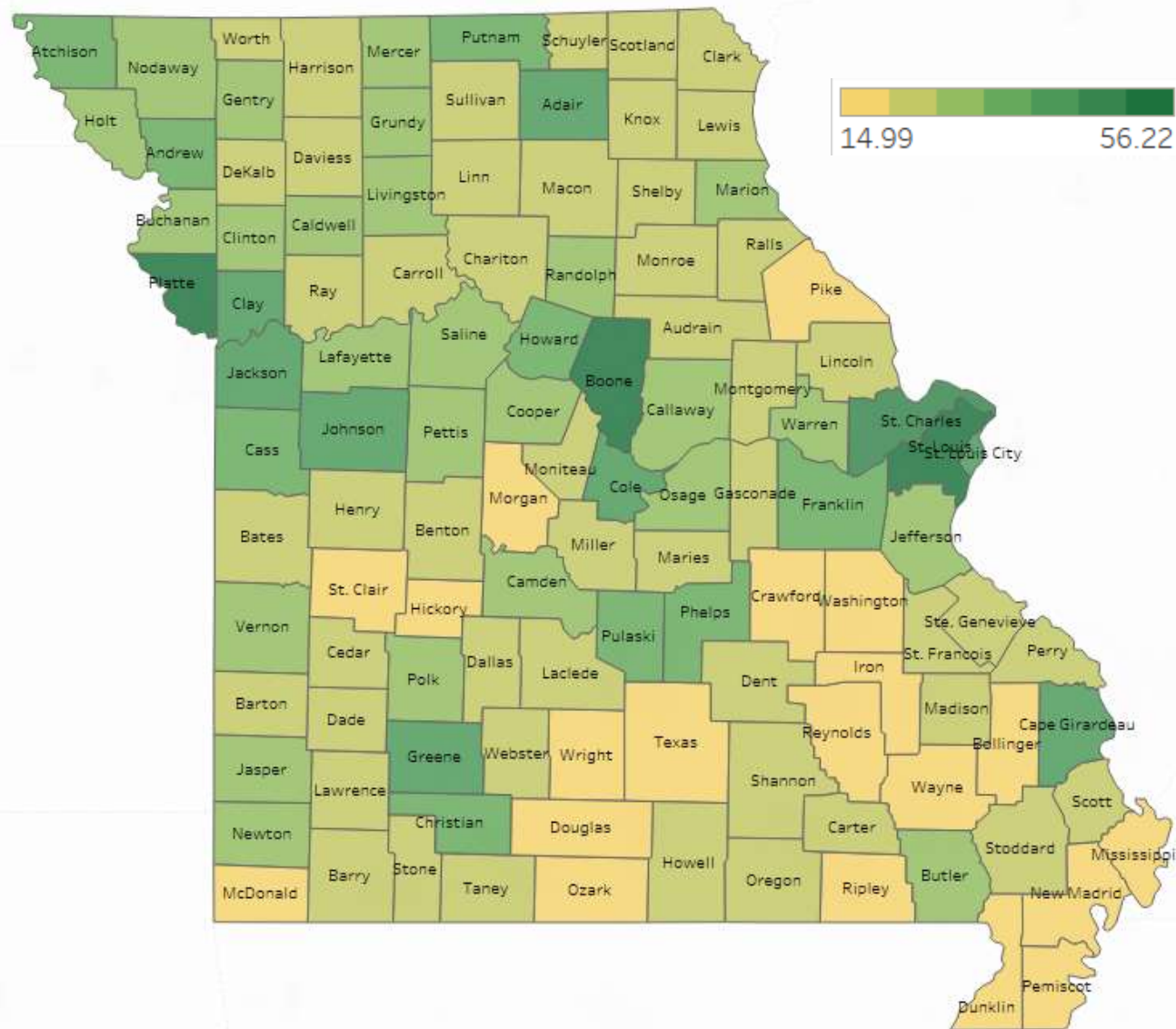


Source: <https://oa.mo.gov/budget-planning/demographic-information/population-projections/2000-2030-projections>

Methodology: <https://oa.mo.gov/budget-planning/demographic-information/population-projections/methodology>



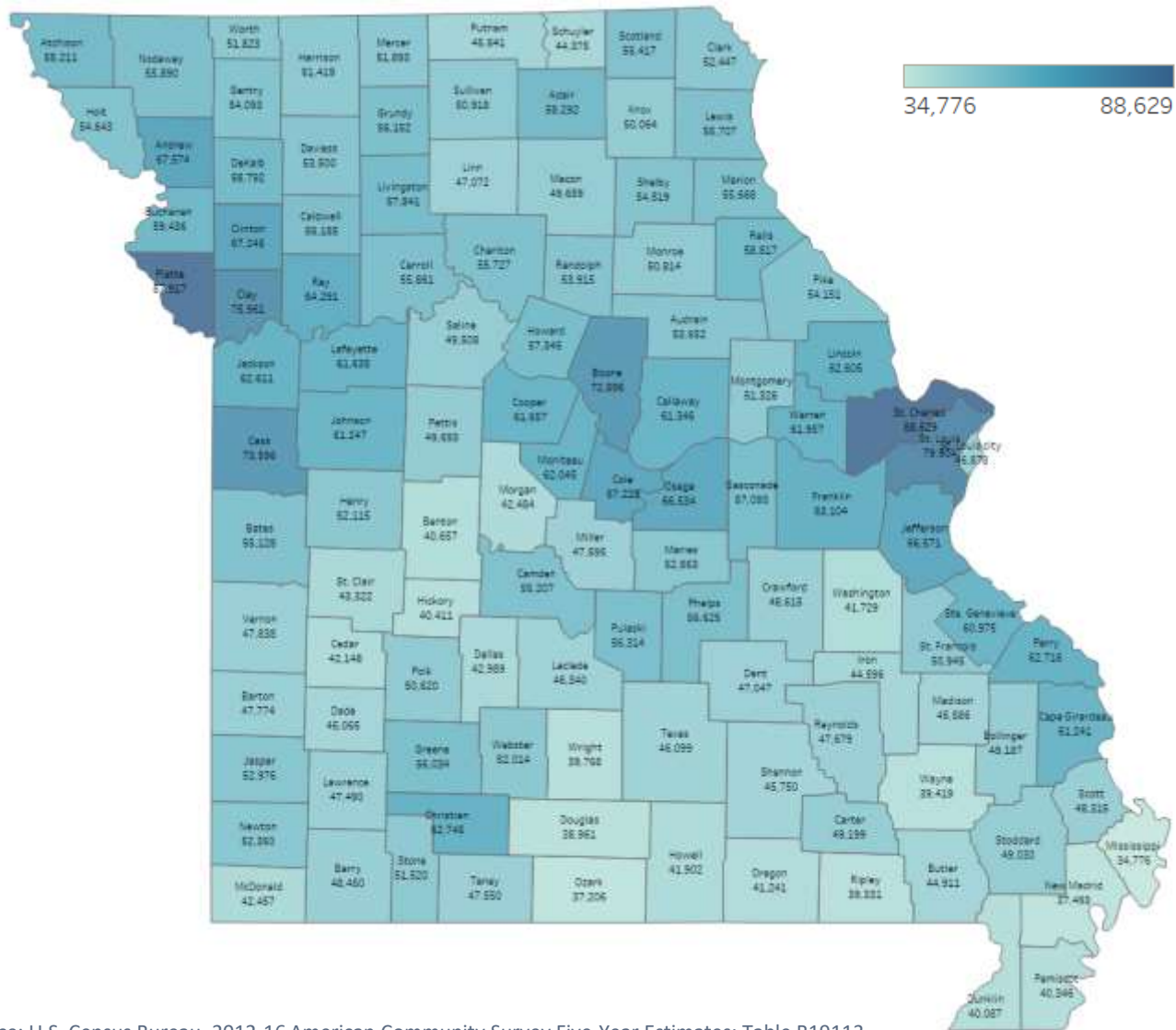
# Educational Attainment by County, 2012-16





## Median Family Income by County, 2012-16

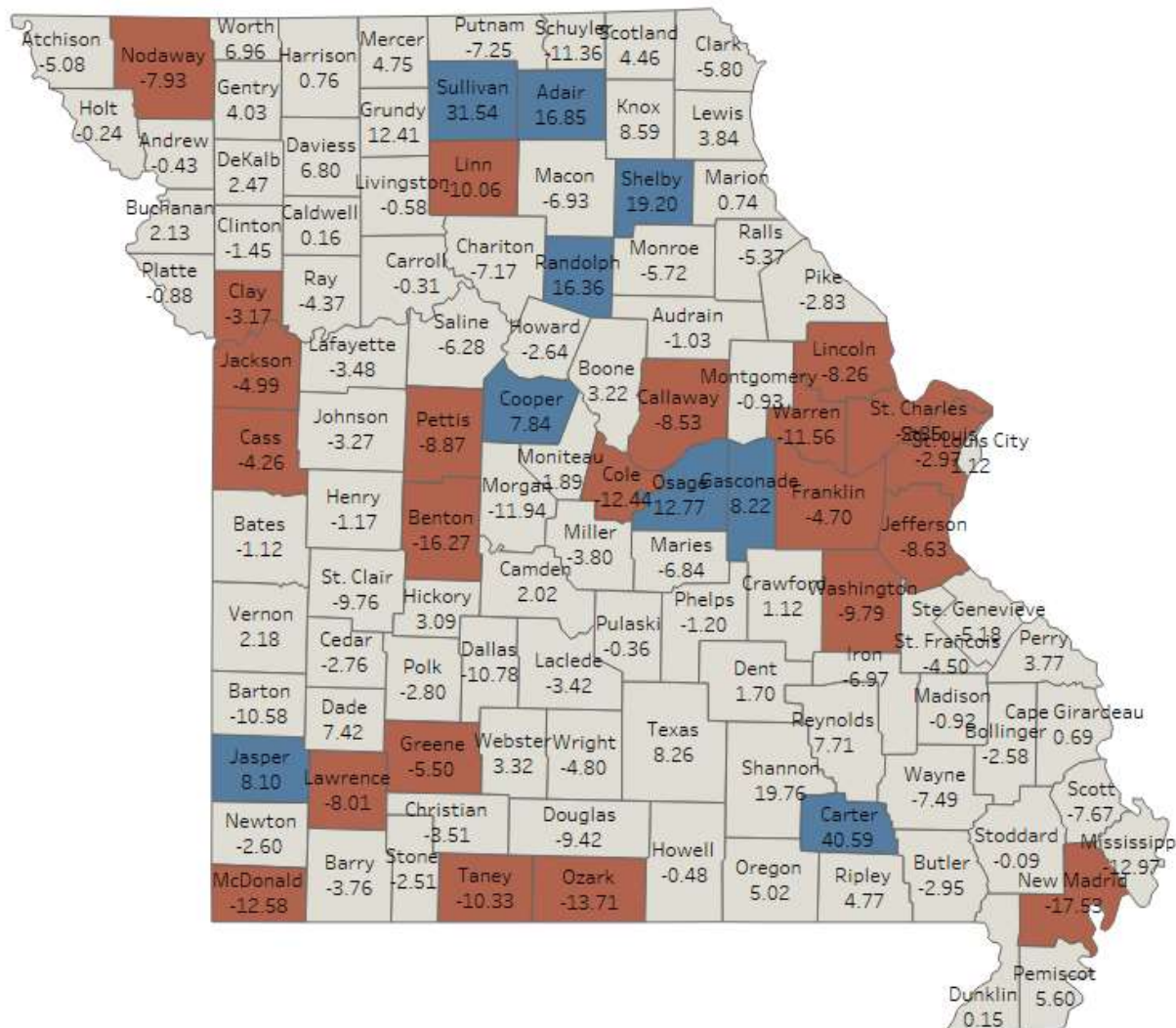
(CPI Adjusted 2016 Dollars)



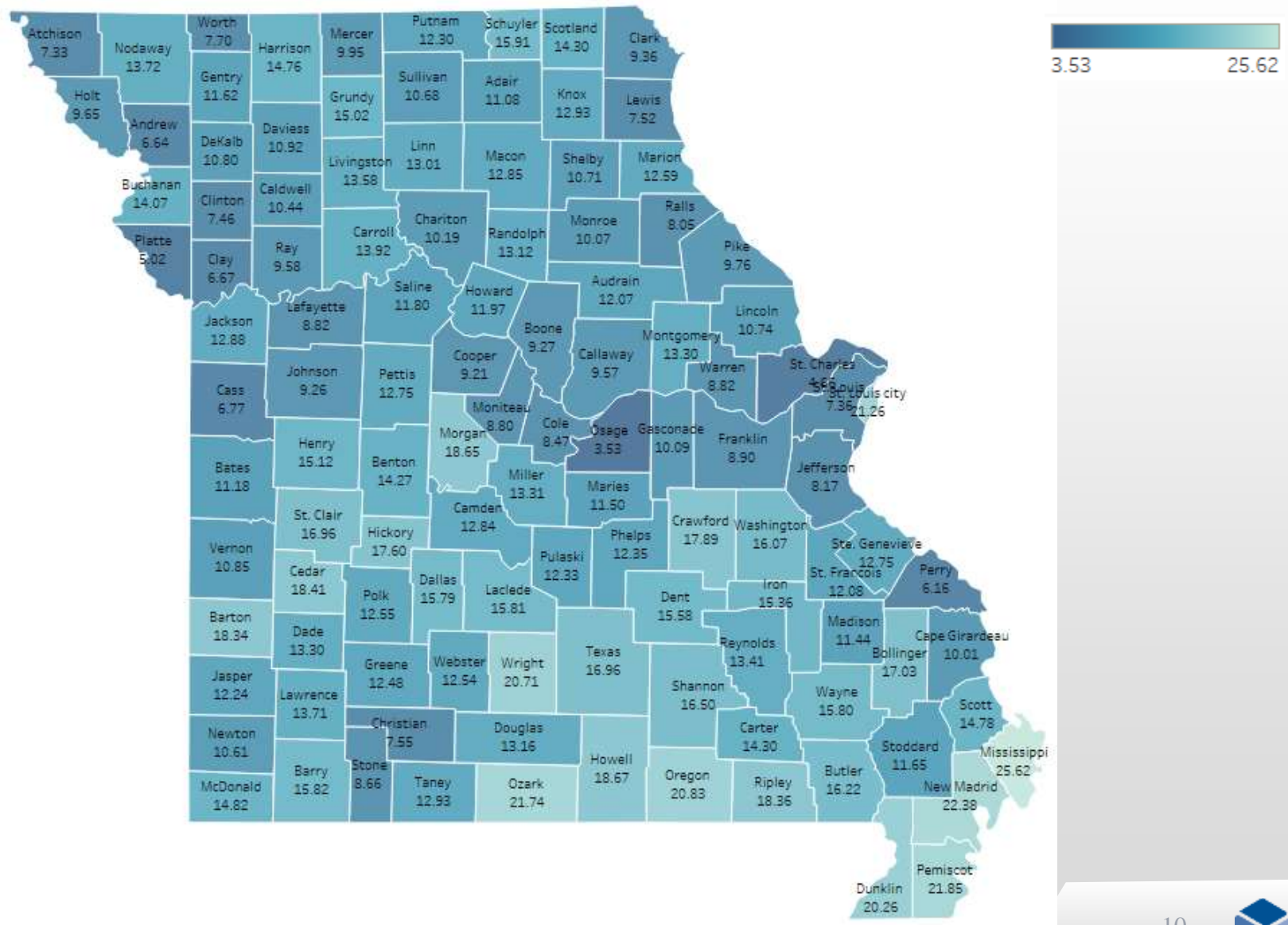
Source: U.S. Census Bureau, 2012-16 American Community Survey Five-Year Estimates; Table B19113..



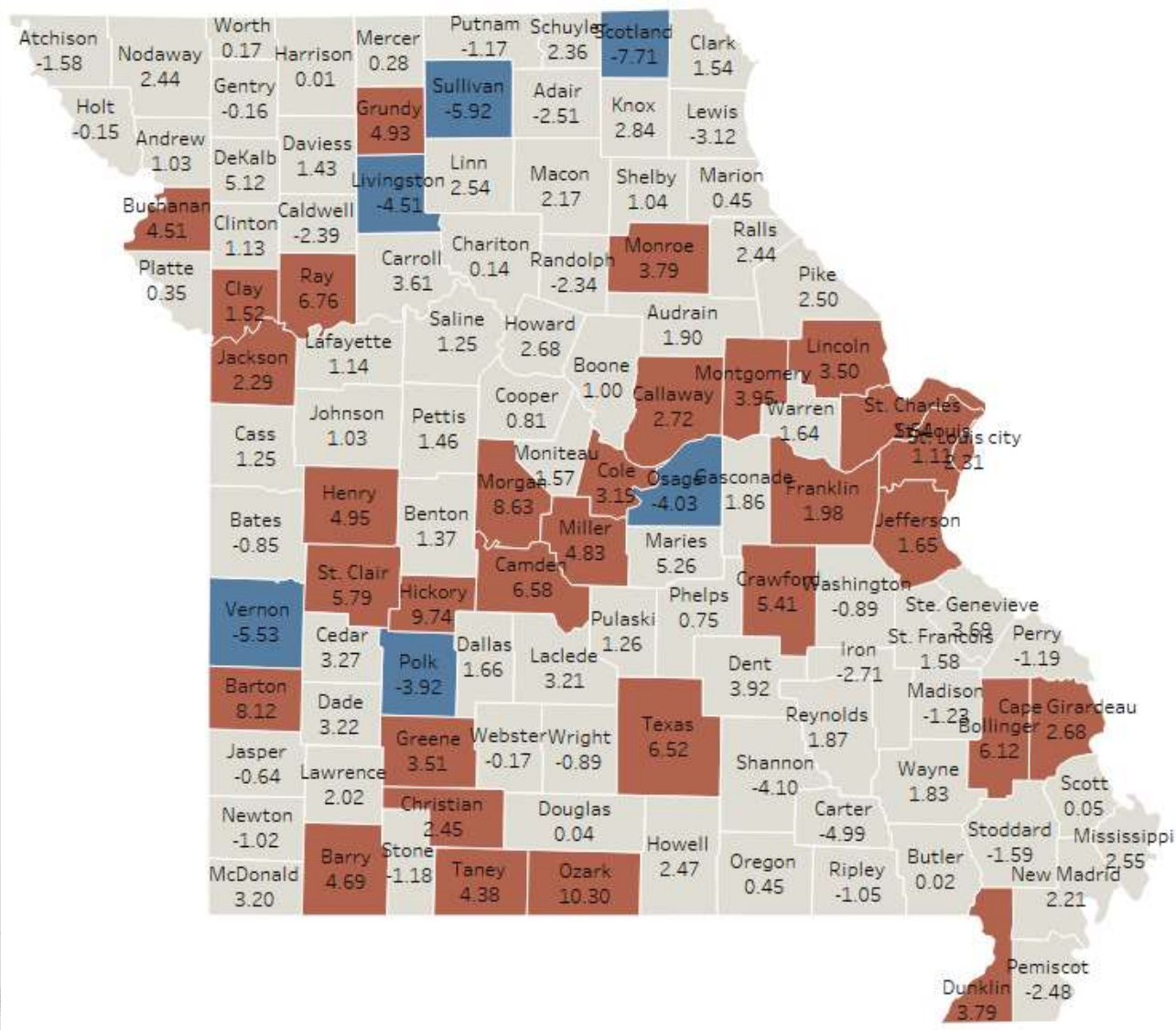
# Change in Median Income by County, 2005-09 to 2012-16 (CPI Adjusted 2016 Dollars)



# Percent of Families Living in Poverty, 2016

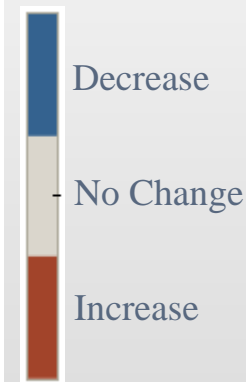


## Change in Percent of Individuals Living in Poverty, 2005-09 to 2012-16

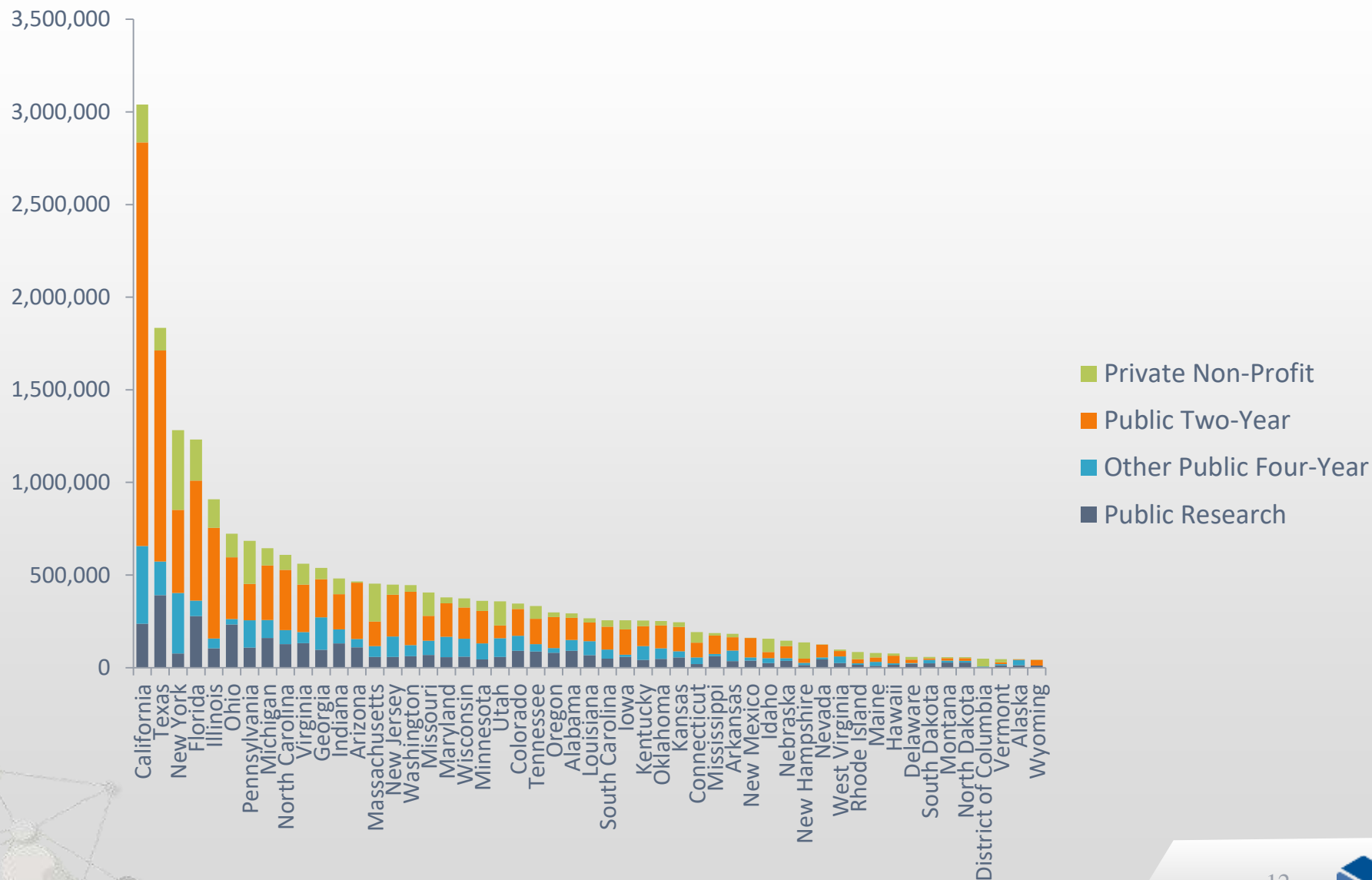


Notes:

The map to the left depicts the change in share of the total population living in poverty. Color coding depicts statistically significant changes, as indicated below. Within each county is displayed the percent change.



# Unduplicated Undergraduate Headcount by Public and Private Non-Profit Sectors, 2015-16

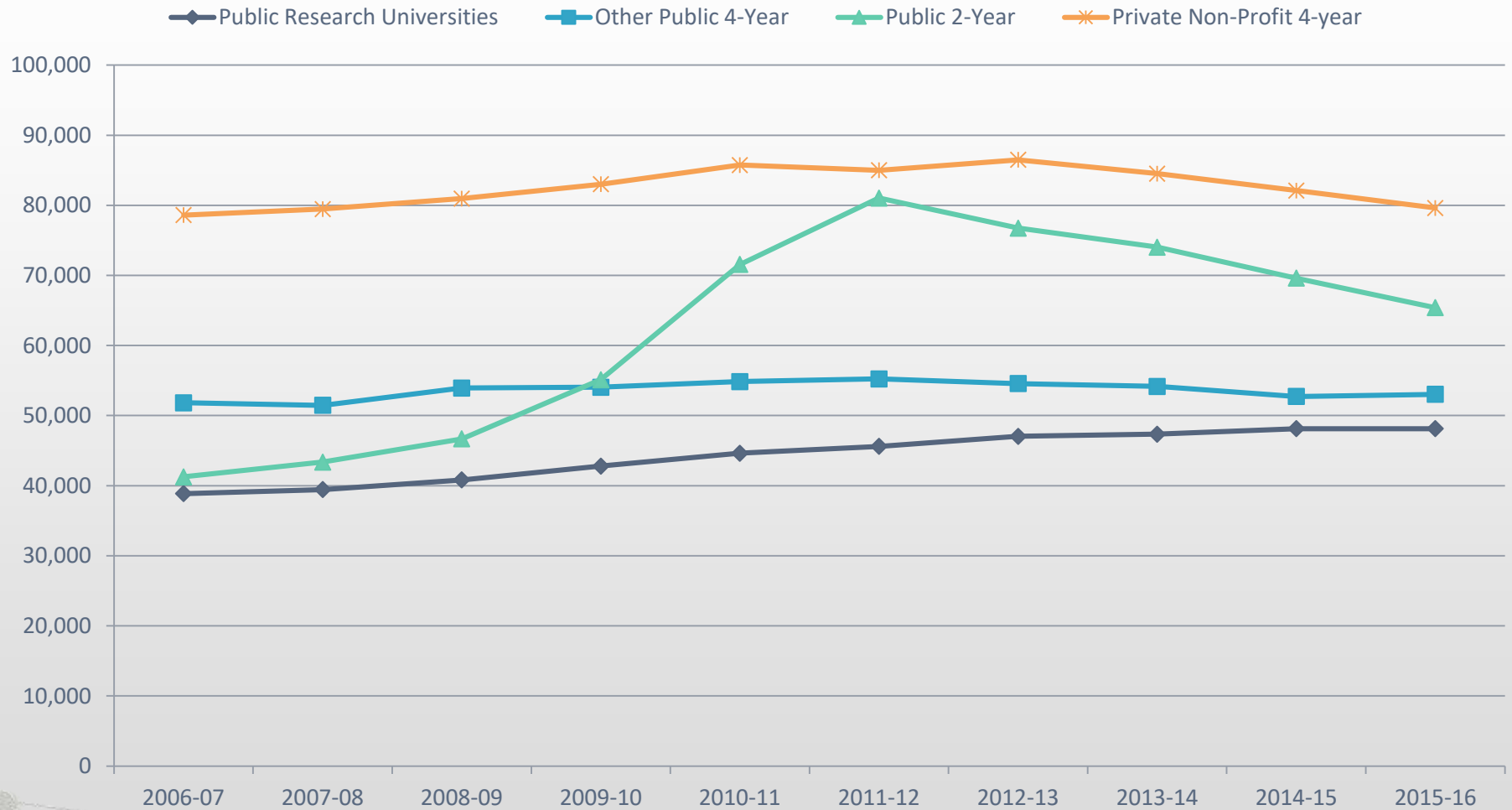


Source: NCES IPEDS





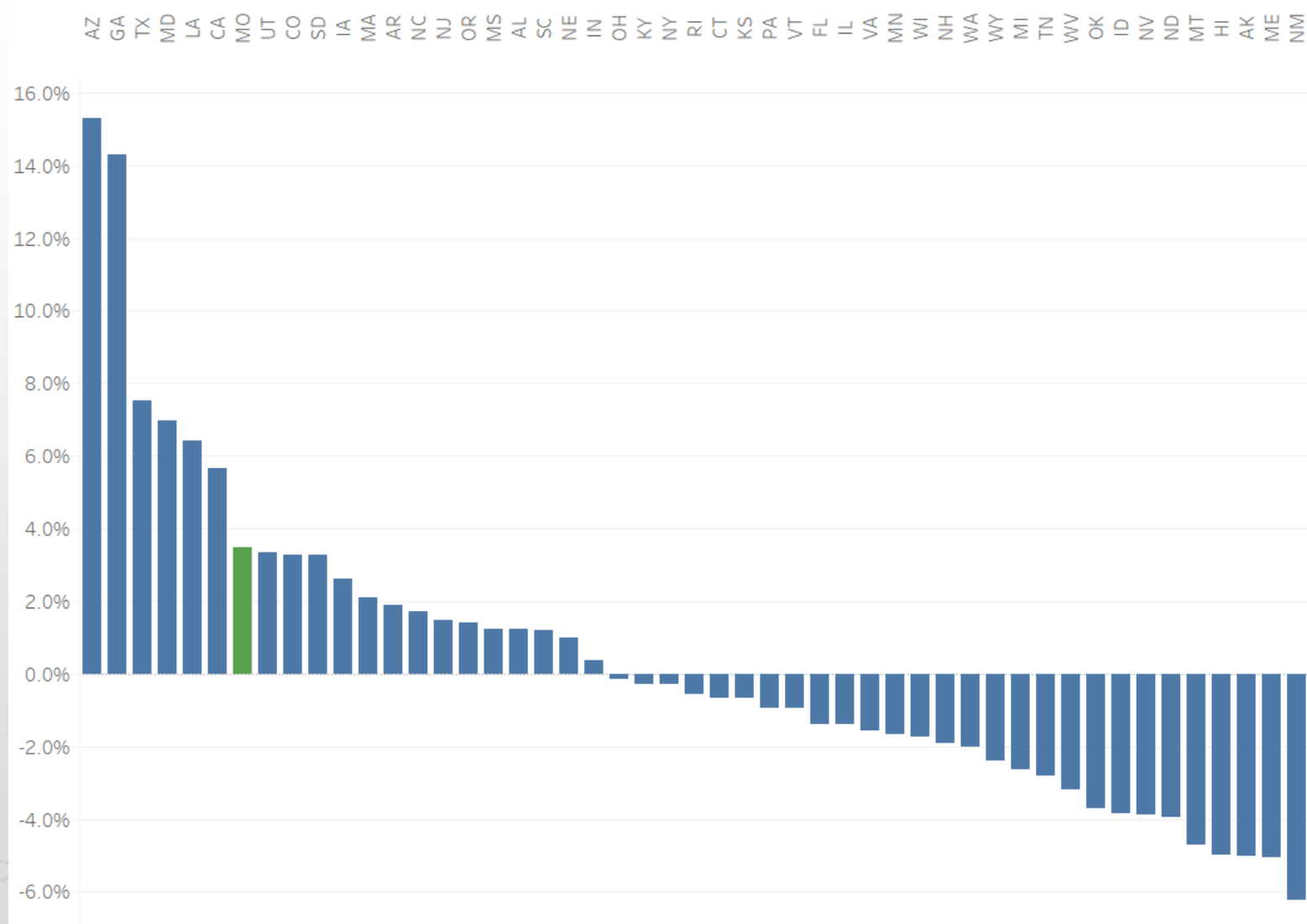
# Annualized Undergraduate FTES, 2006-07 to 2015-16



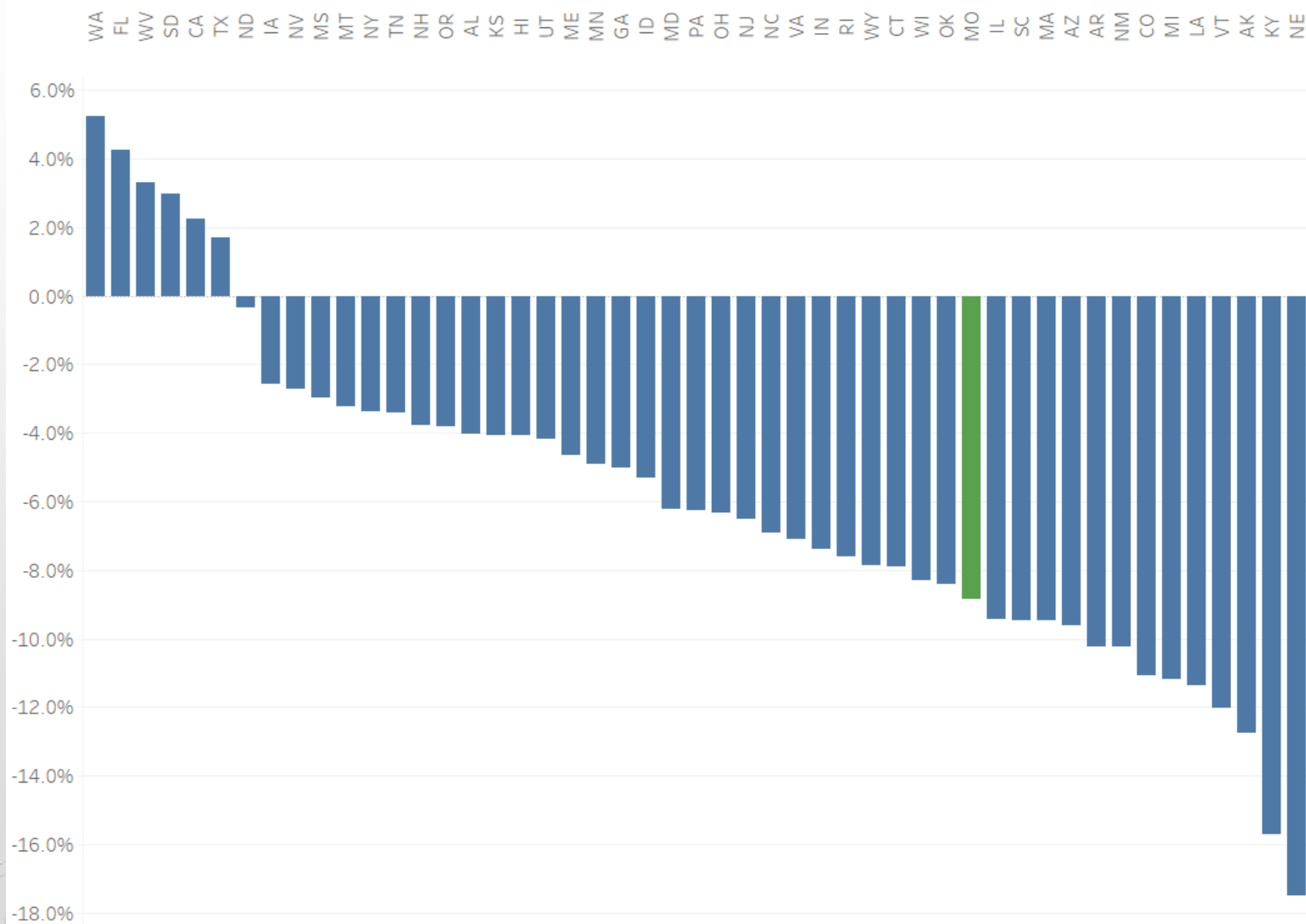
Data Source: NCHEMS NCES IPEDS Surveys, 2006-07 thru 2015-16



# Percent Change in Unduplicated Headcount, 2013-14 to 2015-16, Public Four-Year Institutions

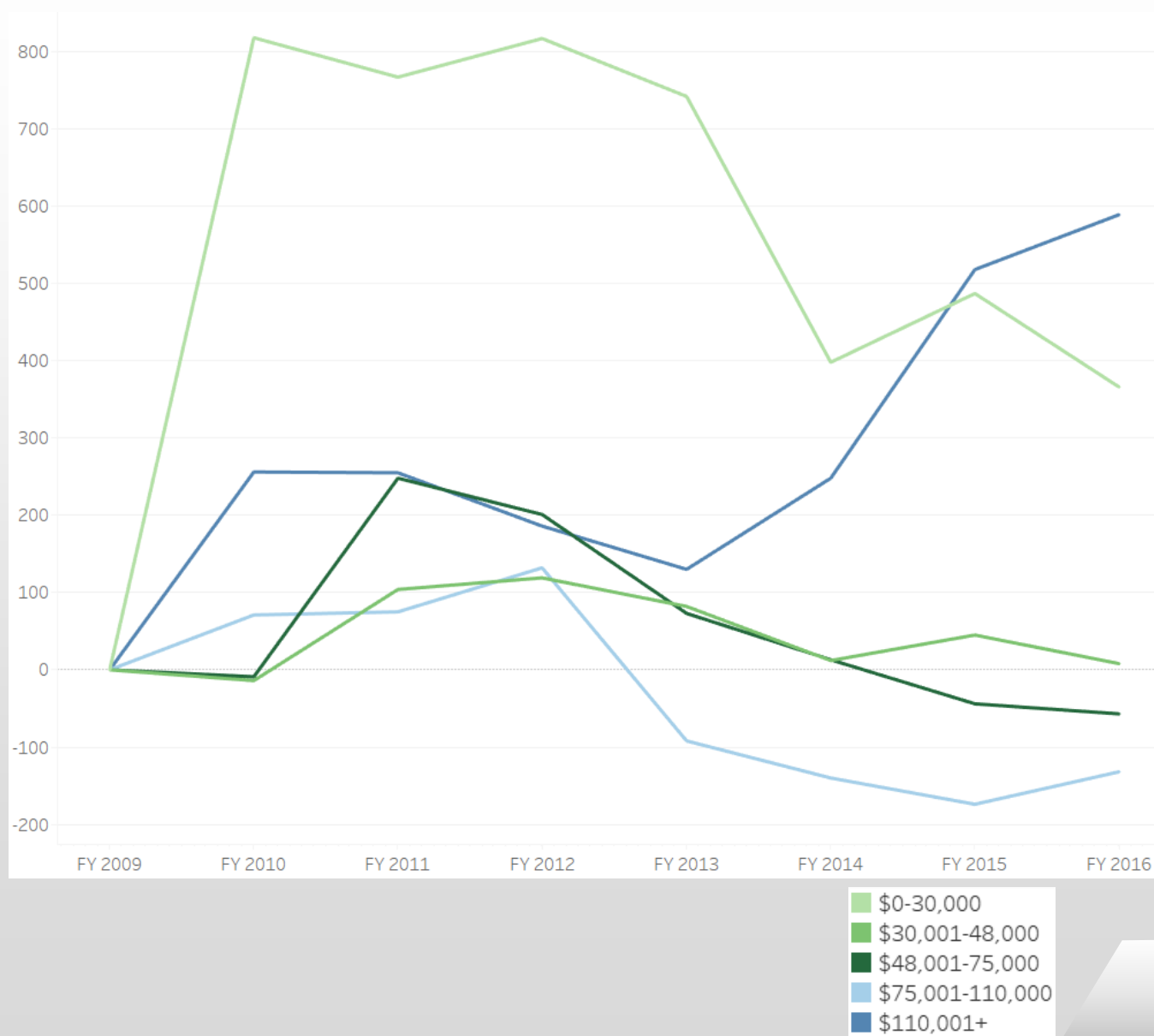


# Percent Change in Unduplicated Headcount, 2013-14 to 2015-16, Public Two-Year Institutions

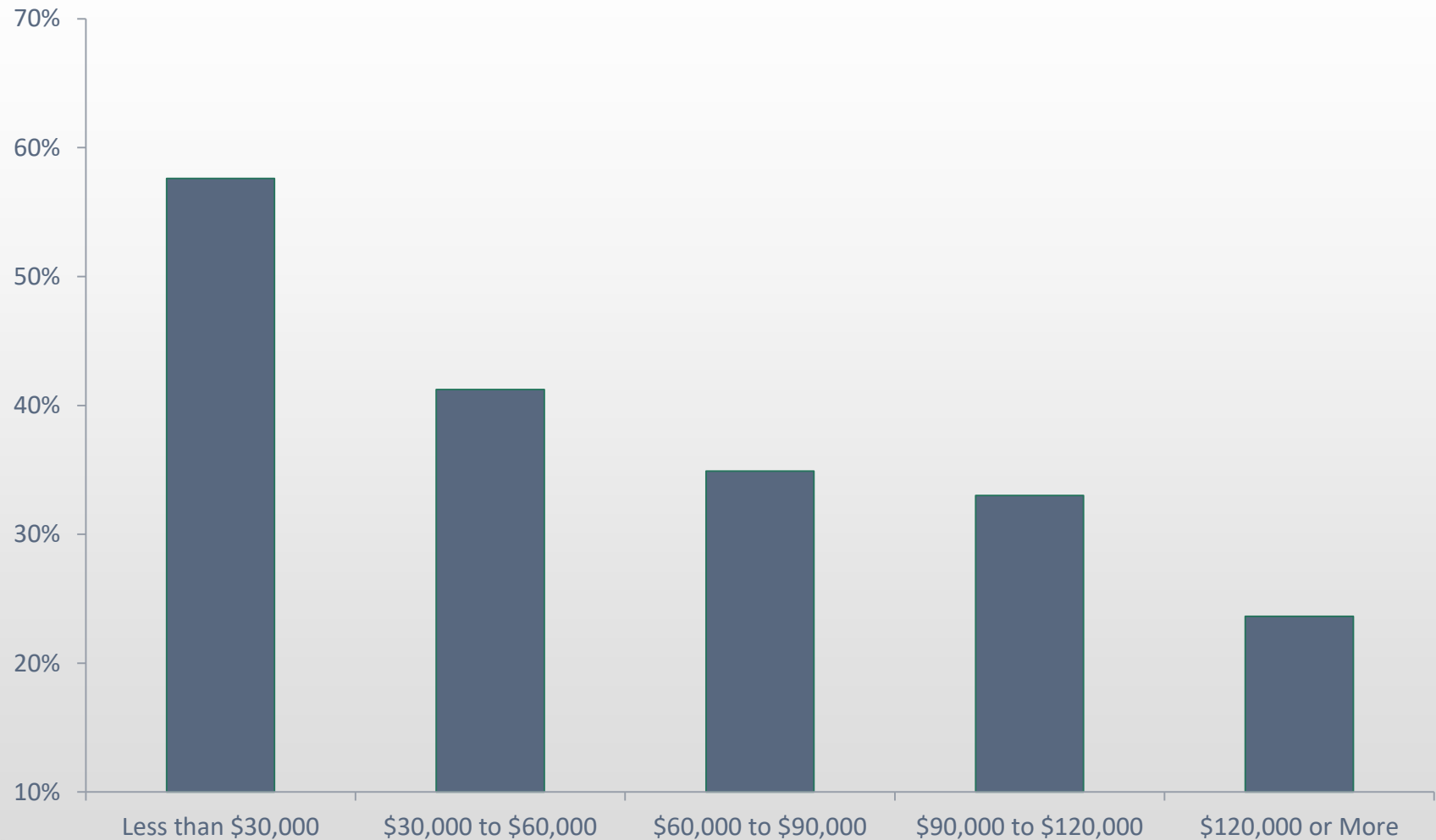




# Change in Enrollments of In-State First-Time Full-Time Students at Missouri's Public Four-Year Institutions



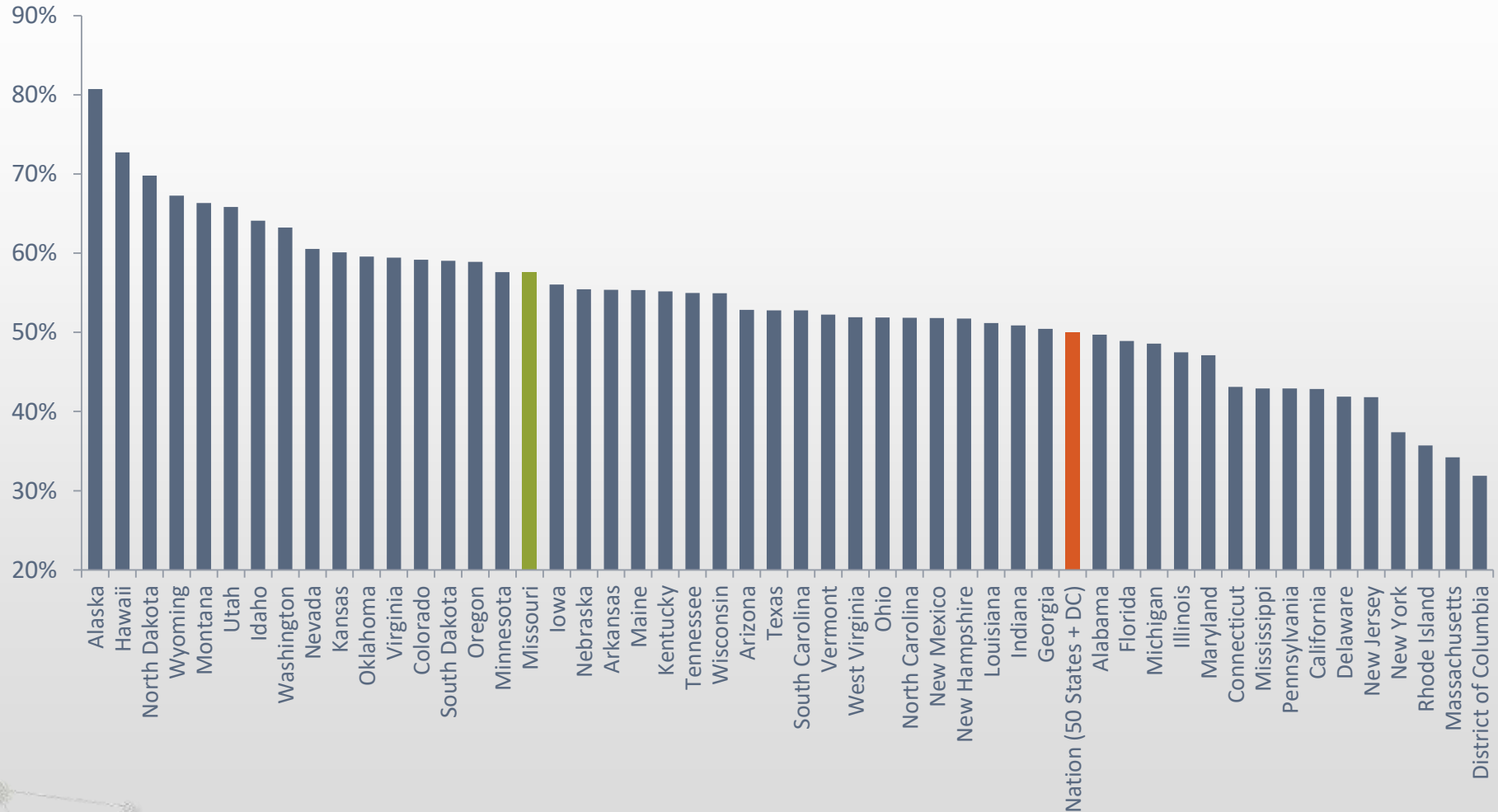
# Percent of 18-22 Year Old Missourians Not Enrolled in College by Income Band, 2012-2016



Note: Data are for individuals with some college but no degree or less.  
Source: U.S. Census Bureau, American Community Survey



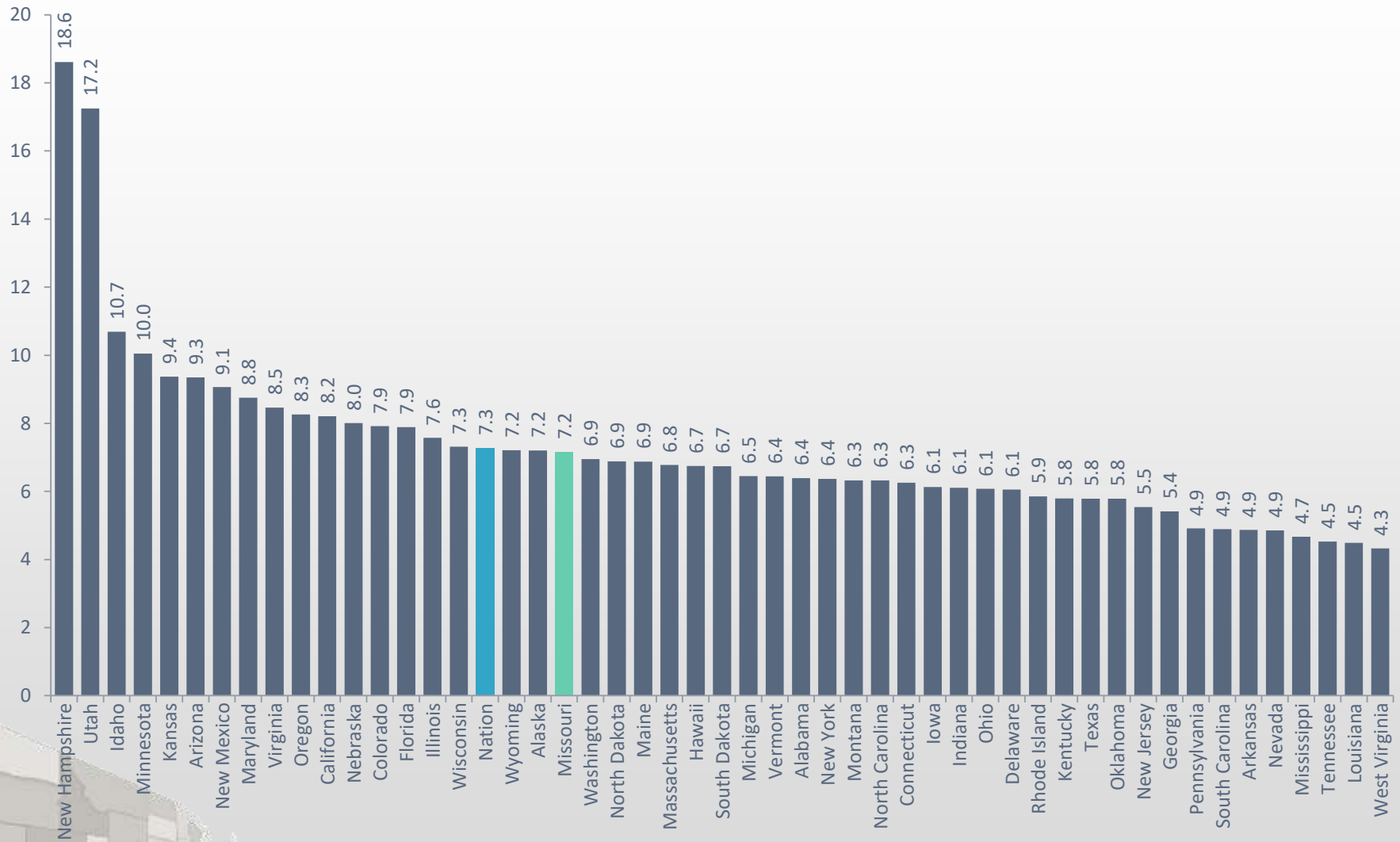
# Percent of 18-22 Year Olds Not Enrolled Among Those With Incomes of Less than \$30,000, 2012-2016



Note: Data are for individuals with some college but no degree or less.  
Source: U.S. Census Bureau, American Community Survey



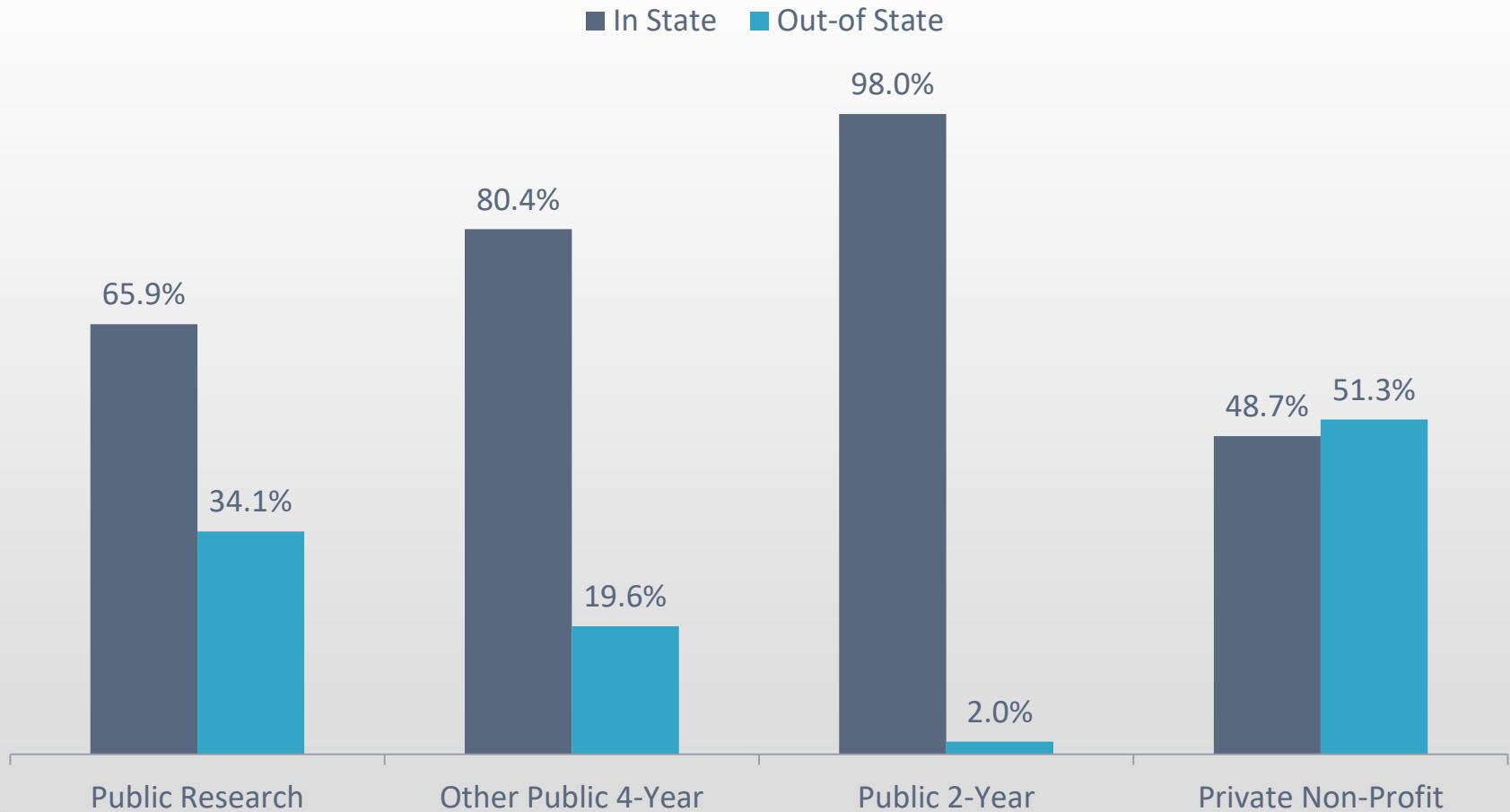
# Population Age 25-49 Enrolled in College as a Percent of Population Age 25-49 with Less than an Associates (Fall 2015)



Sources: NCES, IPEDS Fall 2015 Enrollment File; ef2015b Provisional Release Data File; U.S. Census Bureau, 2015 American Community Survey One-Year Public Use Microdata Sample.



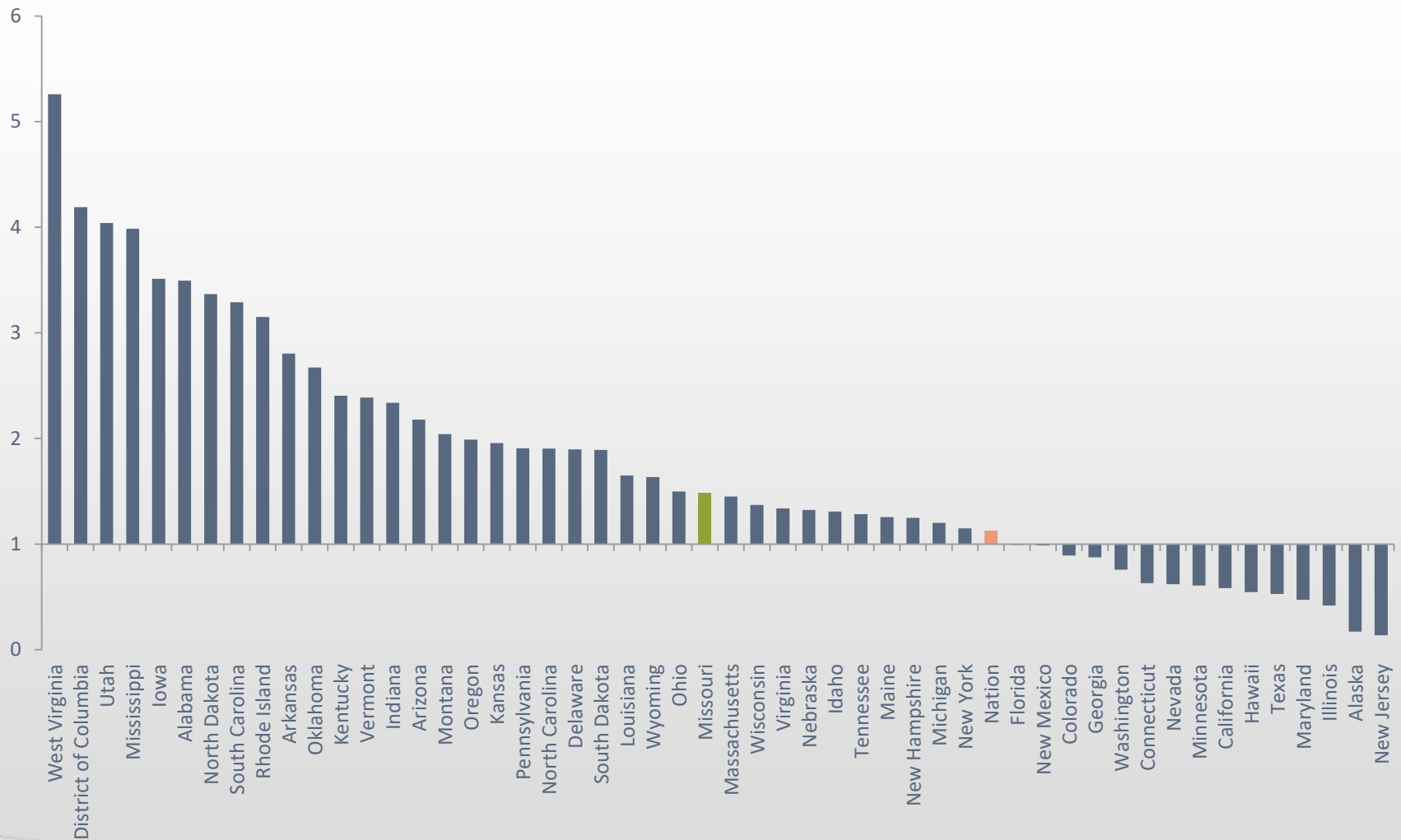
# Percent In-State vs. Out-of-State Students by Sector, 2014-15



Source: NCHEMS NCES IPEDS Surveys, 2006-07 thru 2015-16



# Import/Export Ratio of First-Time Students, 2014

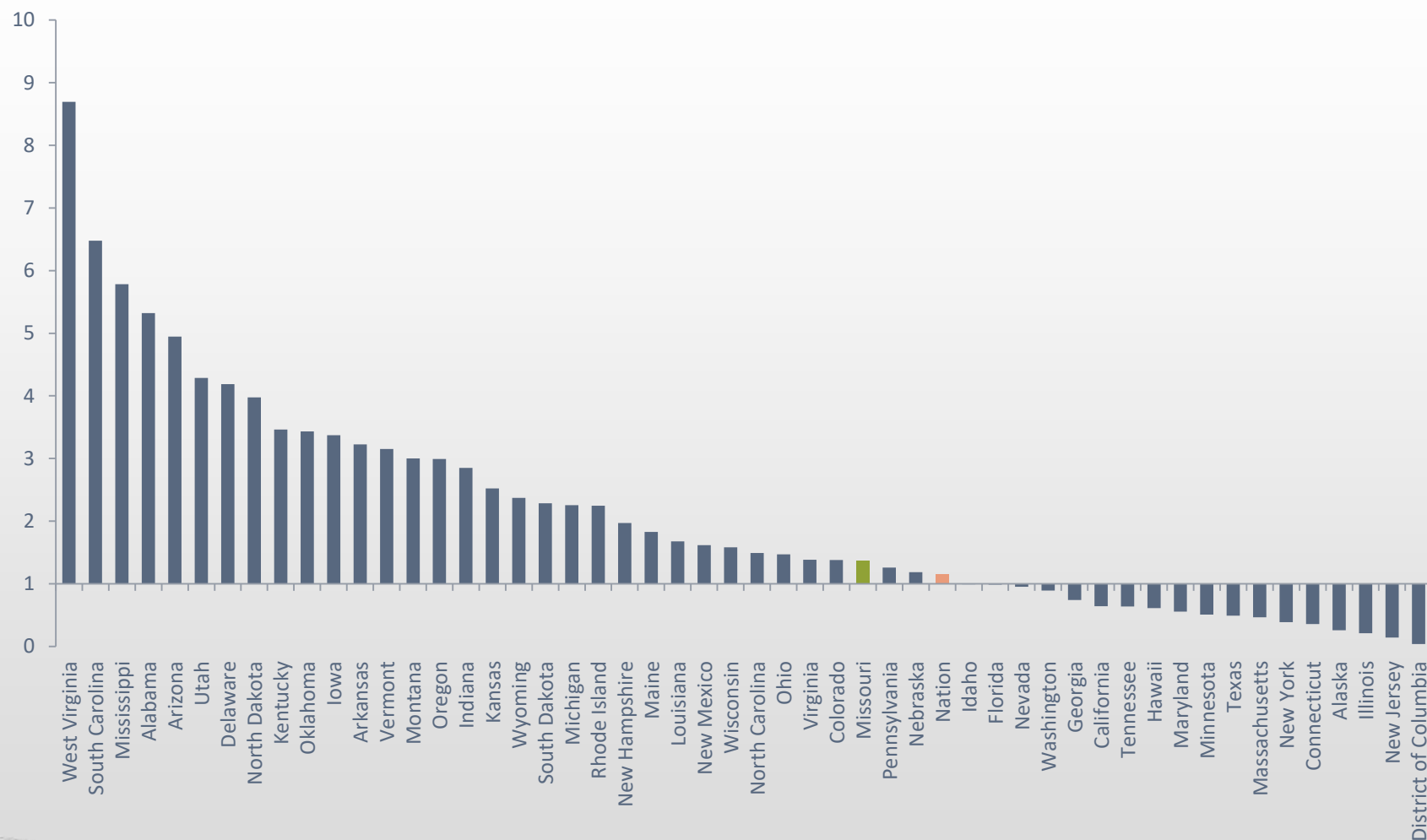


Note: Import/Export ratio is the number of in-migrating students over the number of out-migrating students. A value of 1 means the in-migrants equals out-migrants; values above 1 show net in-migration while values between 0 and 1 show net out-migration.

Source: NCES IPEDS



# Import/Export Ratio of First-Time Students, Public Institutions Only, 2014



Note: Import/Export ratio is the number of in-migrating students over the number of out-migrating students. A value of 1 means the in-migrants equals out-migrants; values above 1 show net in-migration while values between 0 and 1 show net out-migration.

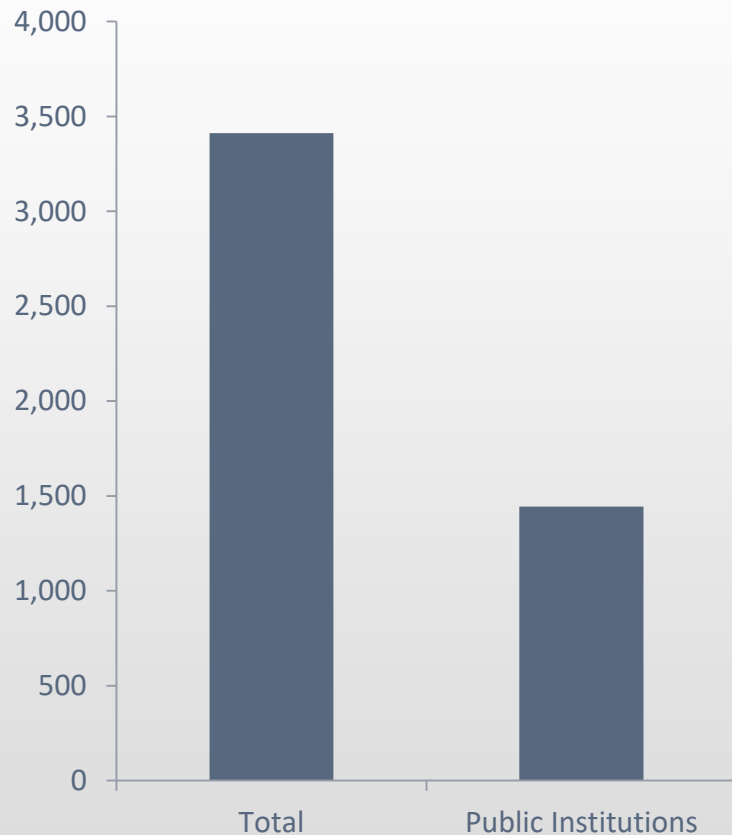
Source: NCES IPEDS



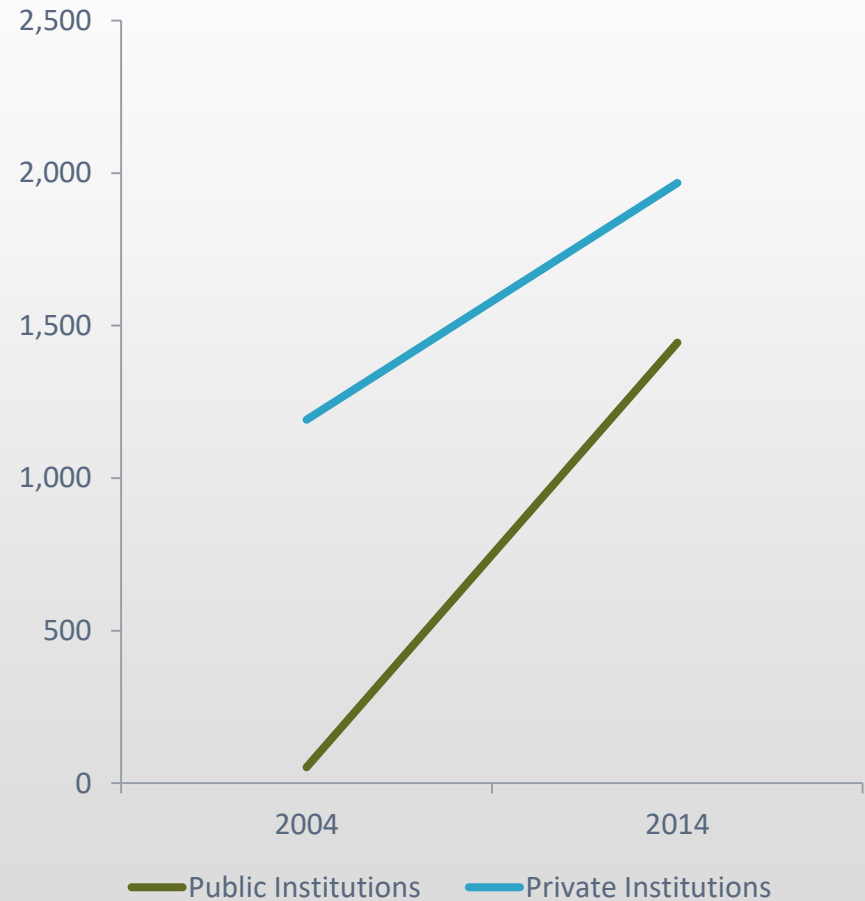


# Net Migration of First-Time Students

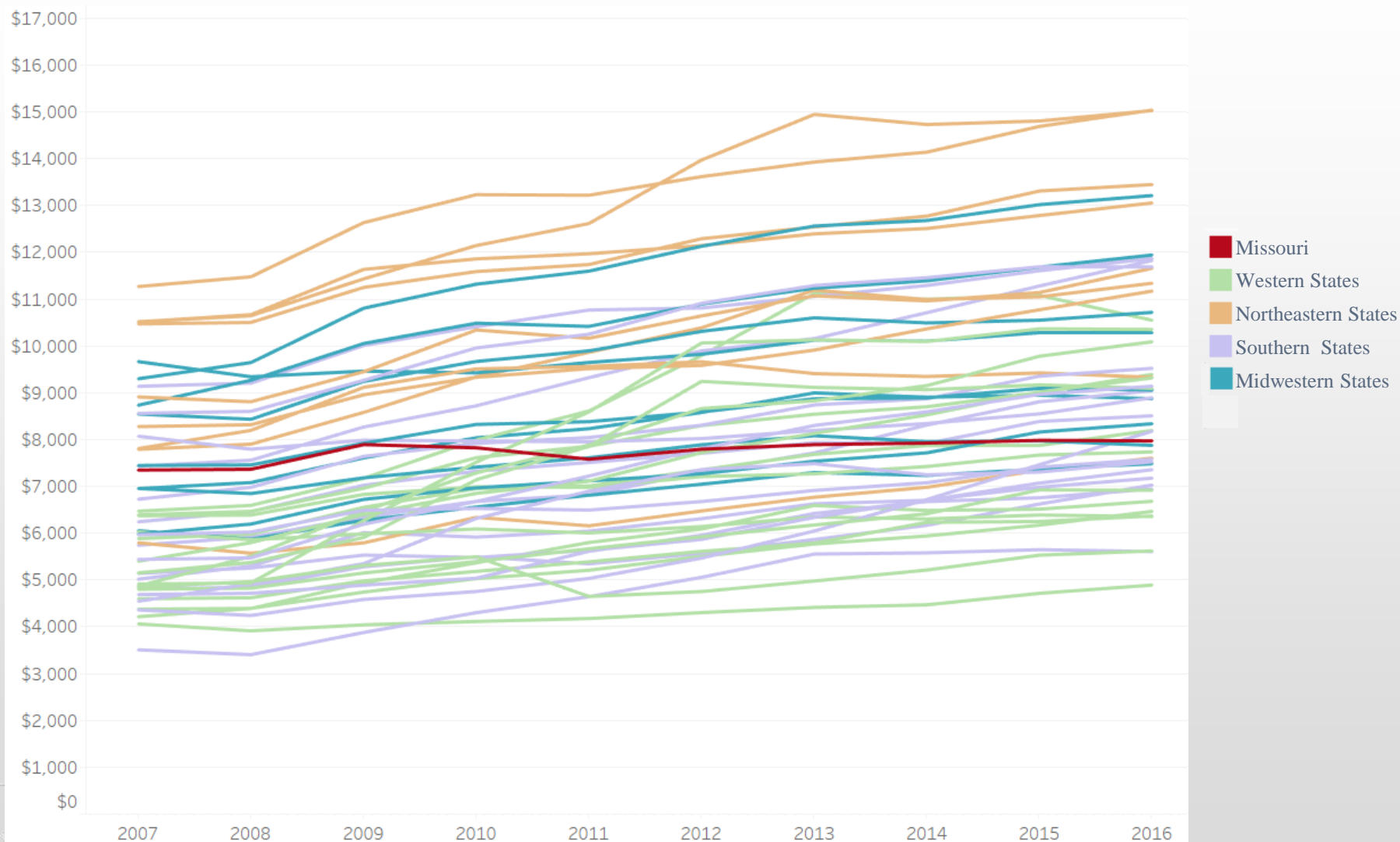
## Net Migration, 2016



## Change in Net Migration, 2004-2016



# Published In-State Tuition & Fees, Public Four-Year Institutions, 2007-2016

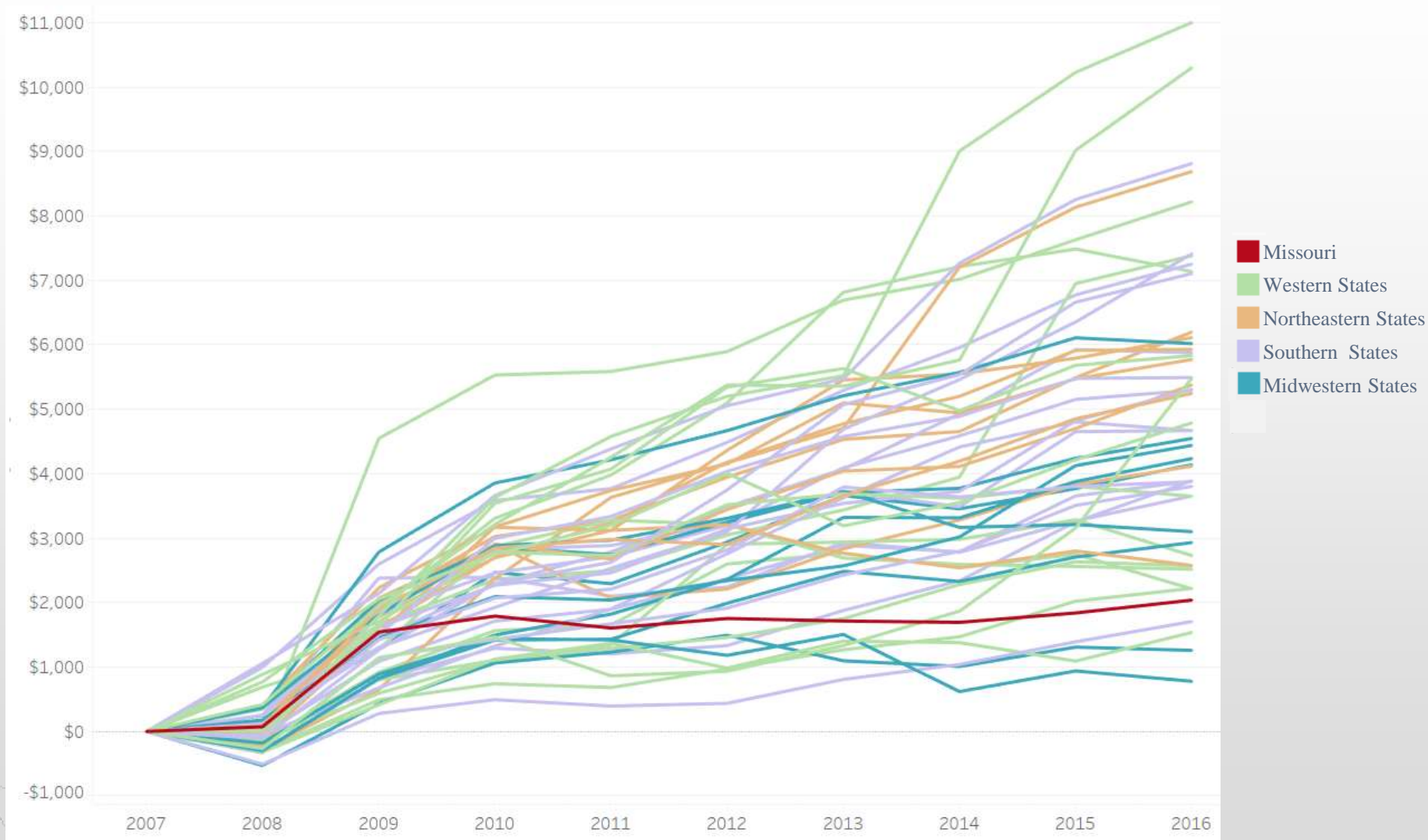


Note: Data are FTE-enrollment weighted averages, adjusted by CPI (2016 dollars).

Source: NCES IPEDS



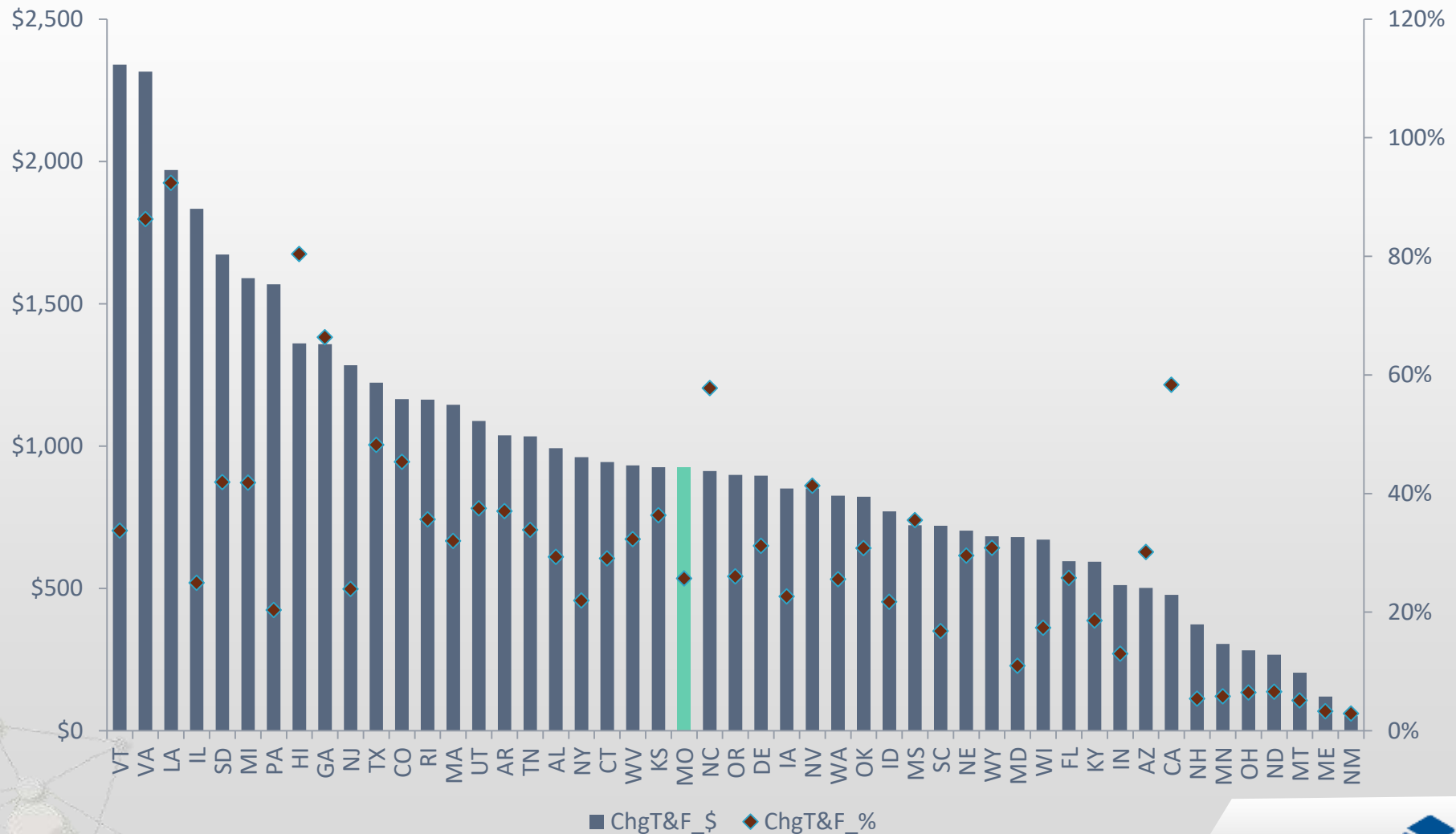
# Change in Cost of Attendance, Public Four-Year Institutions, 2007-2016



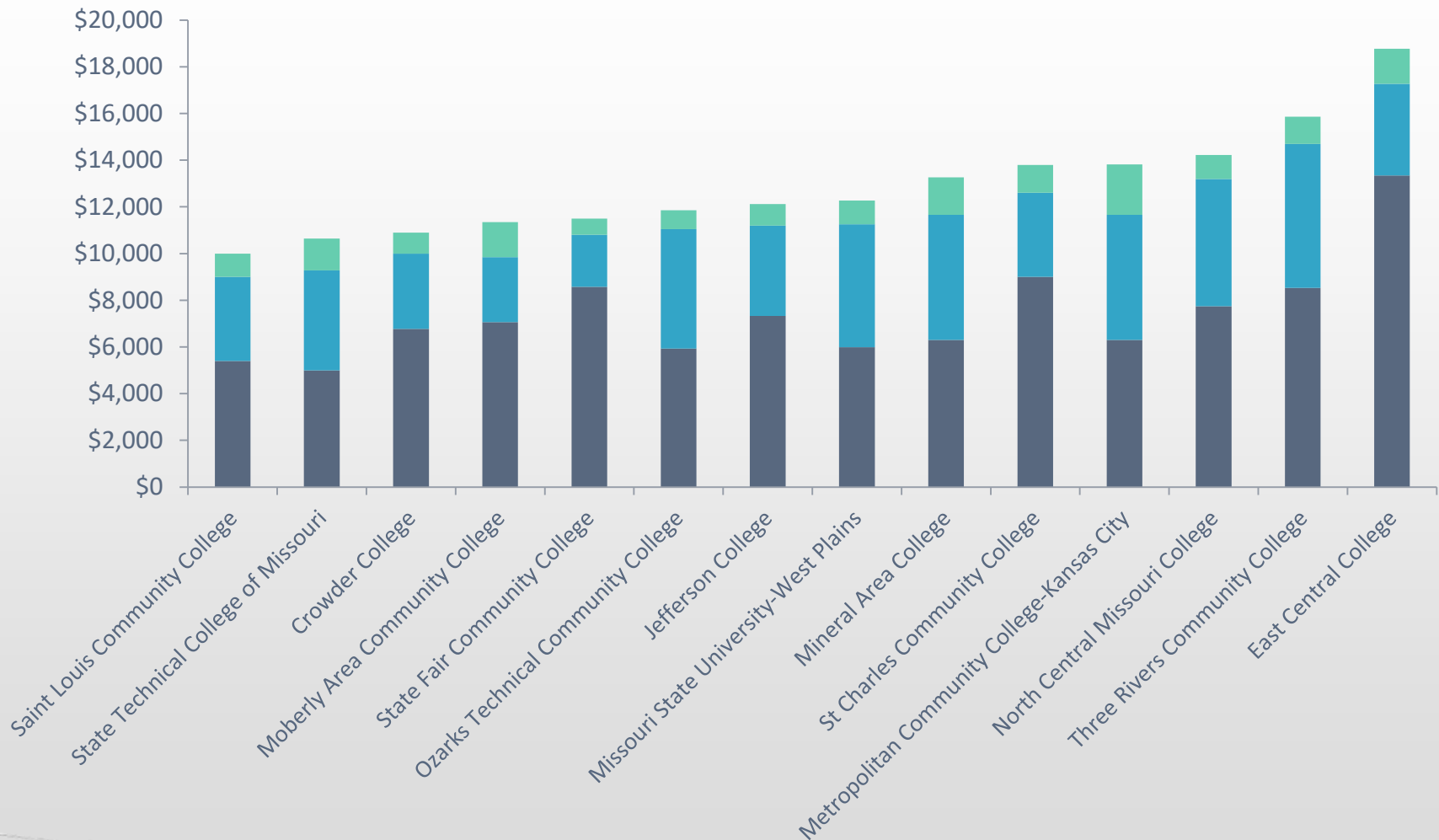
Note: Data are FTE-enrollment weighted averages, adjusted by CPI (2016 dollars).  
Source: NCES IPEDS



# Change in Published In-State Tuition & Fees and Public Two-Year Institutions, 2007-16



# Non-Tuition Expenses, Public Two-Year Institutions, Not With Family, 2015-16



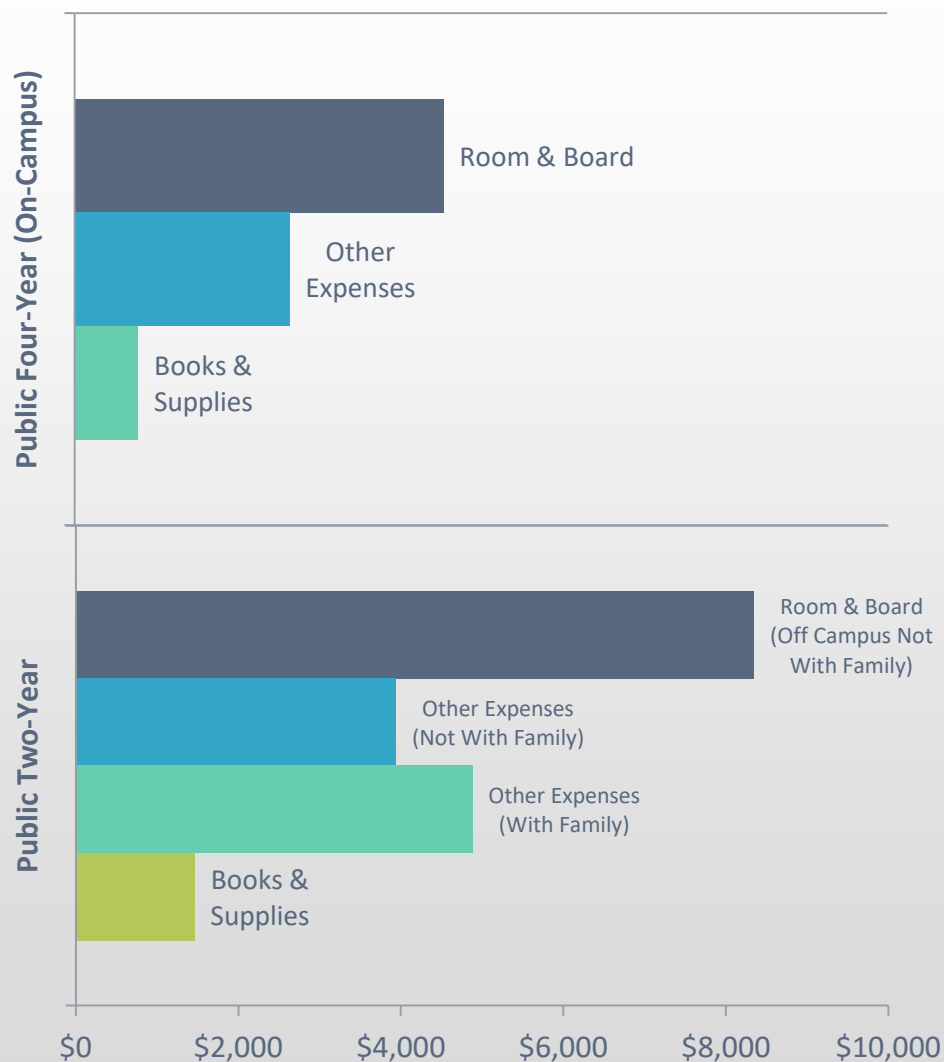
■ 2015-16 R&B (Off campus not with family)

■ 2015-16 Other Expenses (Off campus not with family)

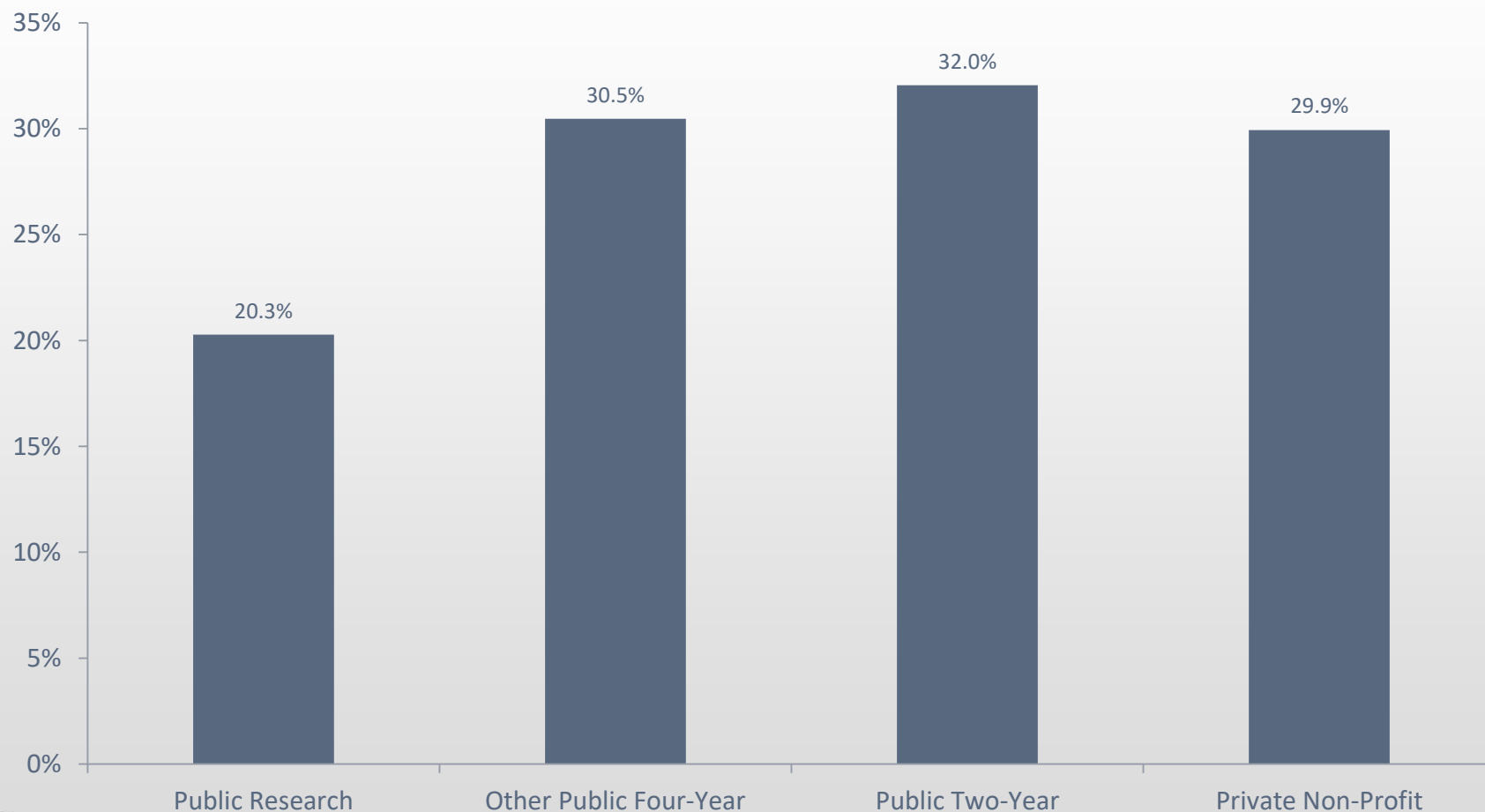
■ 2015-16 Books & Supplies



# Range (Maximum Minus Minimum by Institution) in Non-Tuition Expenses, 2015-16



# Percent of Pell Recipients Among All Undergraduates, by Sector, 2016-17

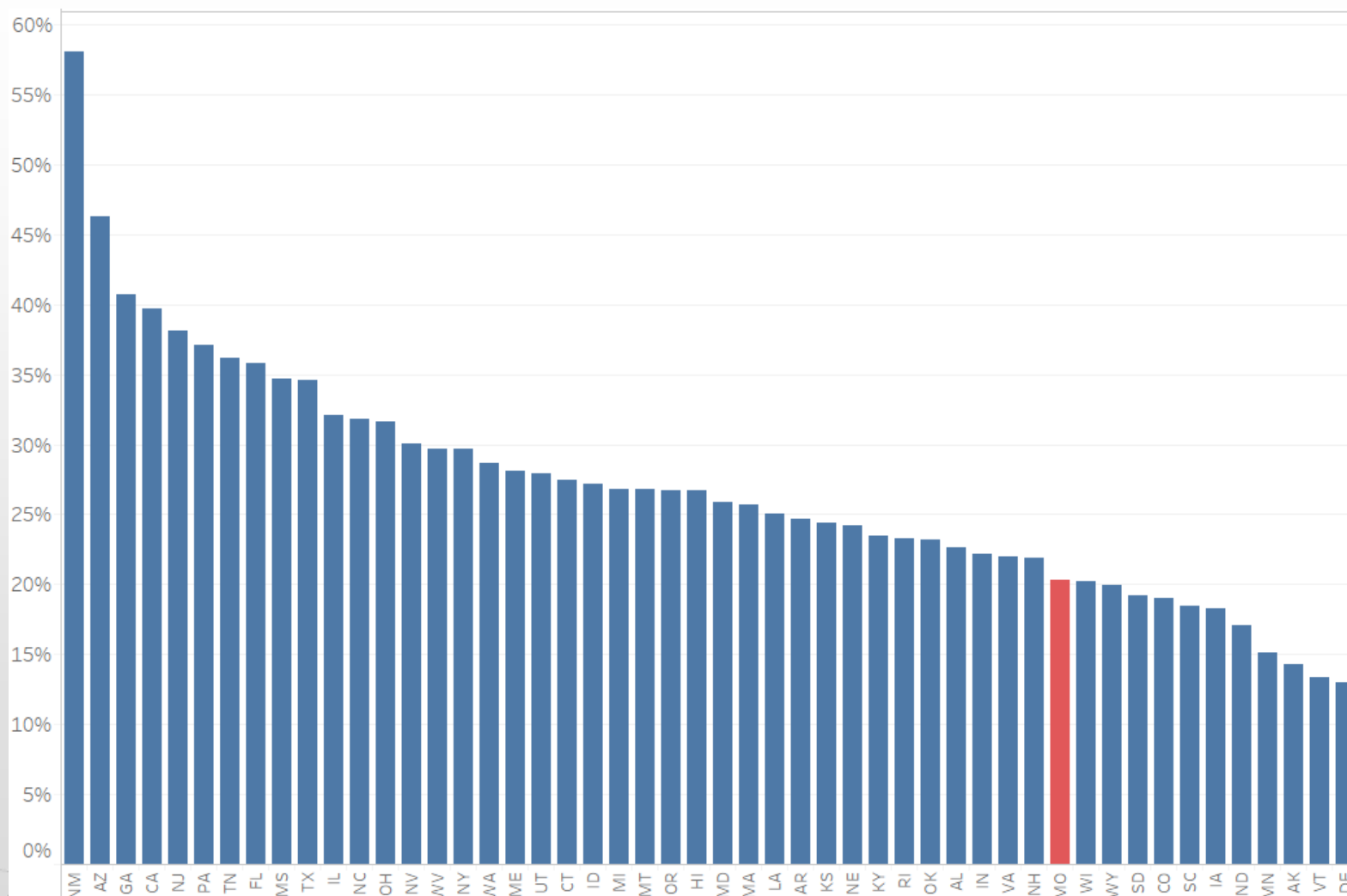


Sources: USED FSA, NCES IPEDS Unduplicated Headcount.





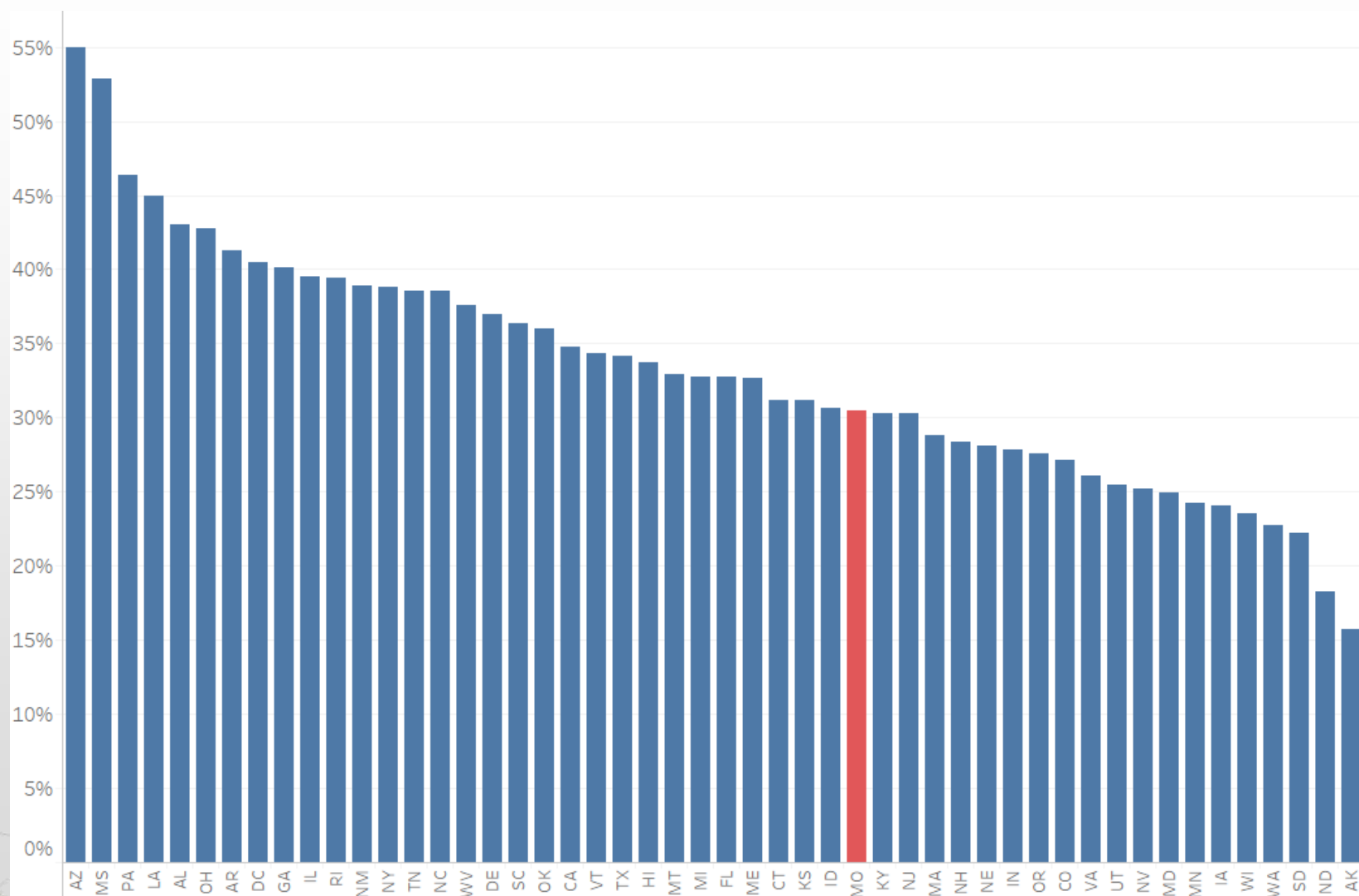
# Share of Pell Recipients Among All Undergraduates, Public Research Universities, 2016-17



Sources: USED FSA, NCES IPEDS Unduplicated Headcount.



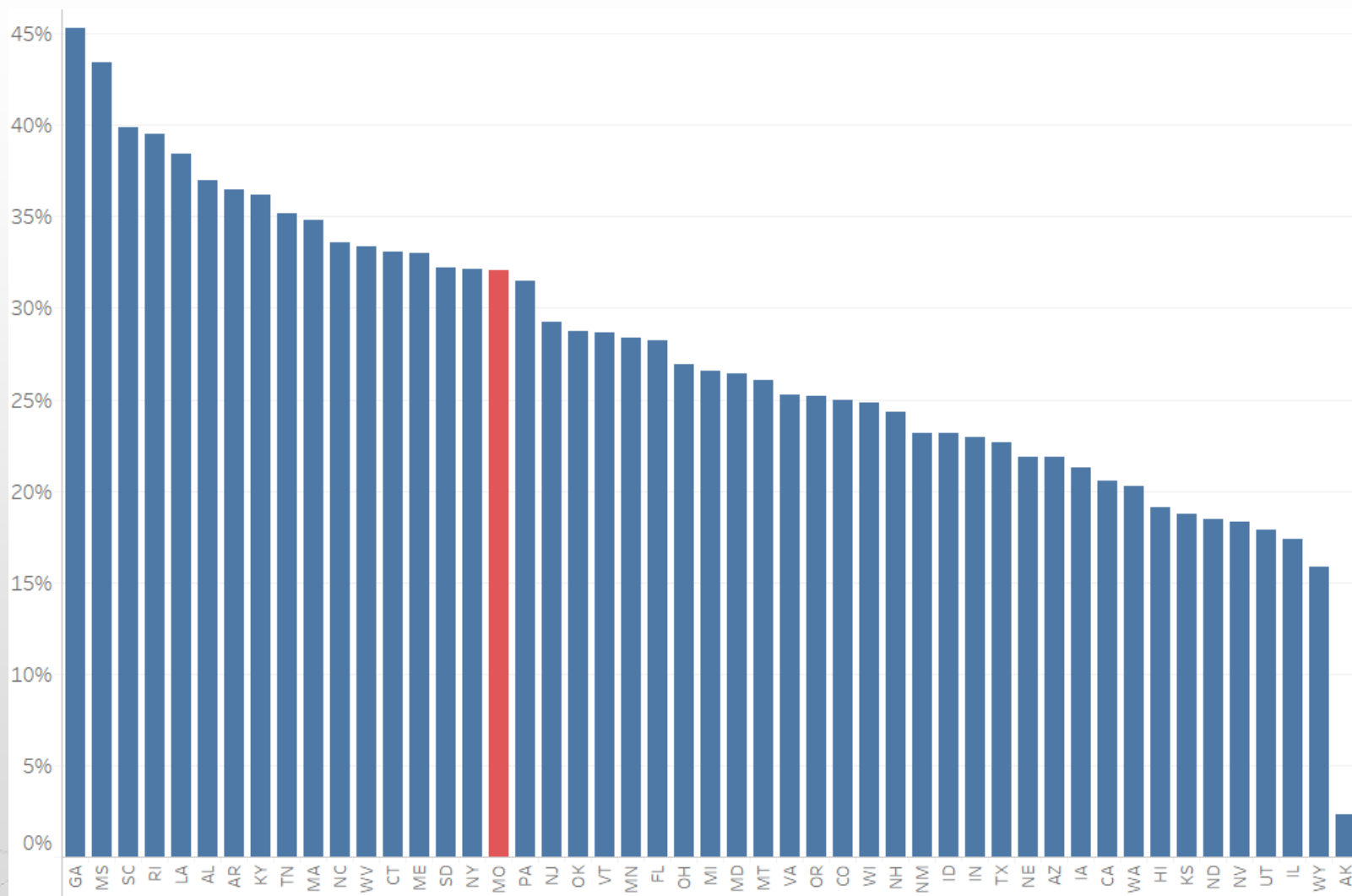
# Share of Pell Recipients Among All Undergraduates, Public Comprehensive Institutions, 2016-17



Sources: USED FSA, NCES IPEDS Unduplicated Headcount.



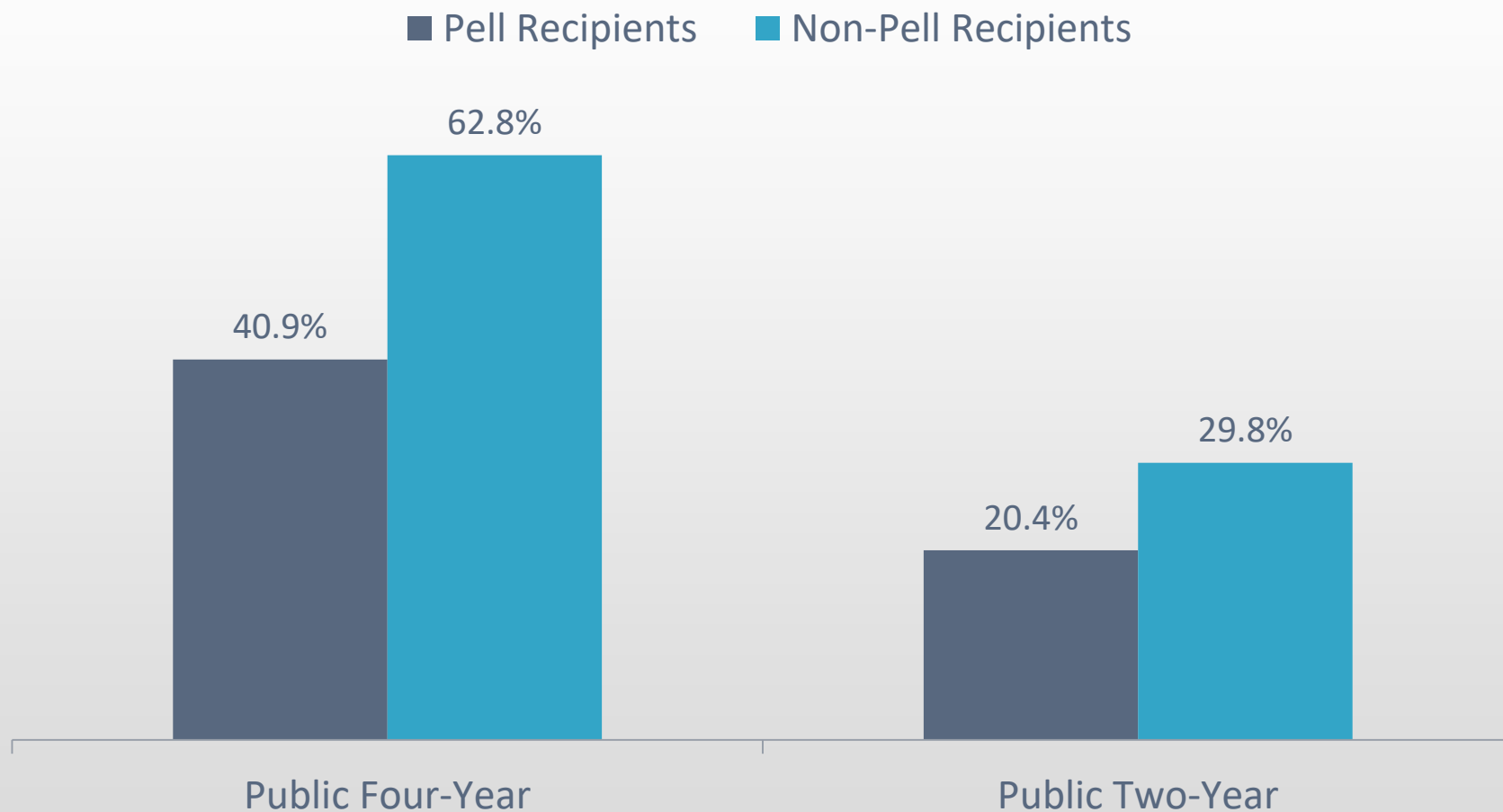
# Share of Pell Recipients Among All Undergraduates, Public Two-Year Institutions, 2016-17



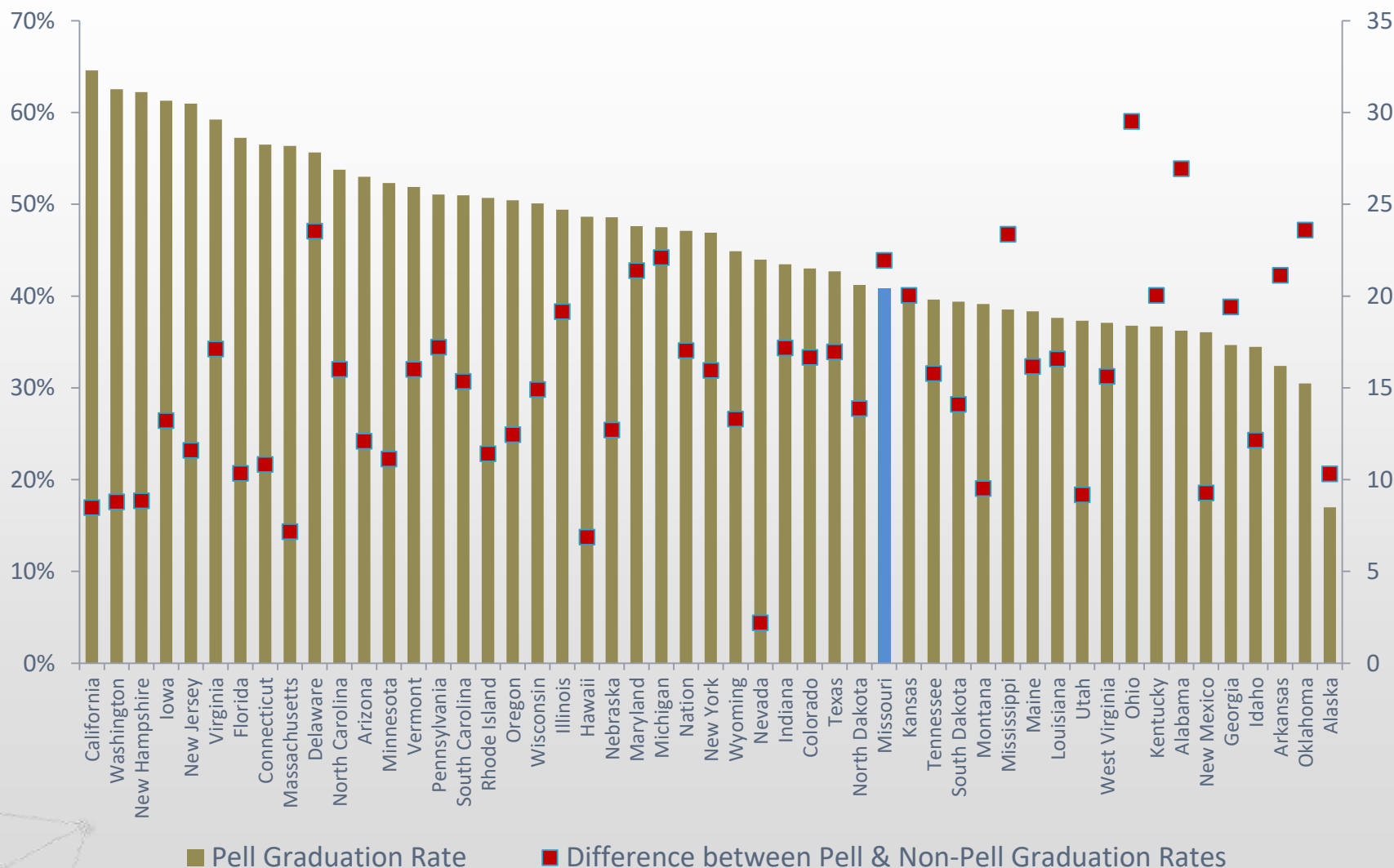
Sources: USED FSA, NCES IPEDS Unduplicated Headcount.



# Missouri Graduates in 2015-16 Within 150% of Program Time, Pell vs. Non-Pell Recipients



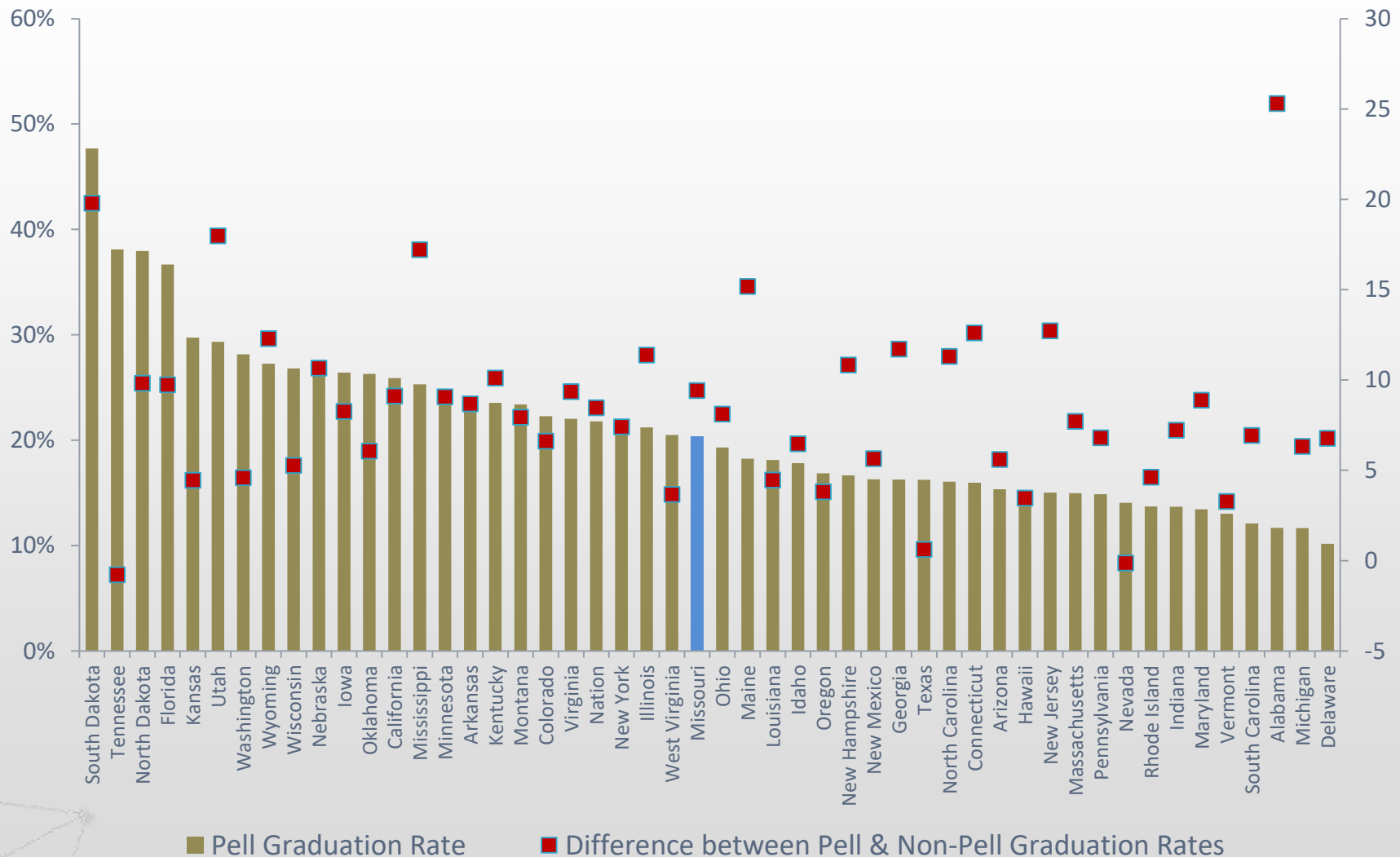
# Bachelor's Graduation Rate of Pell Grant Recipients, Public Four-Year Institutions



Source: NCES IPEDS. Difference is in percentage points.



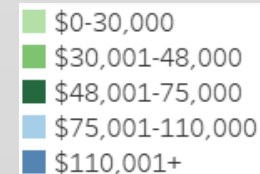
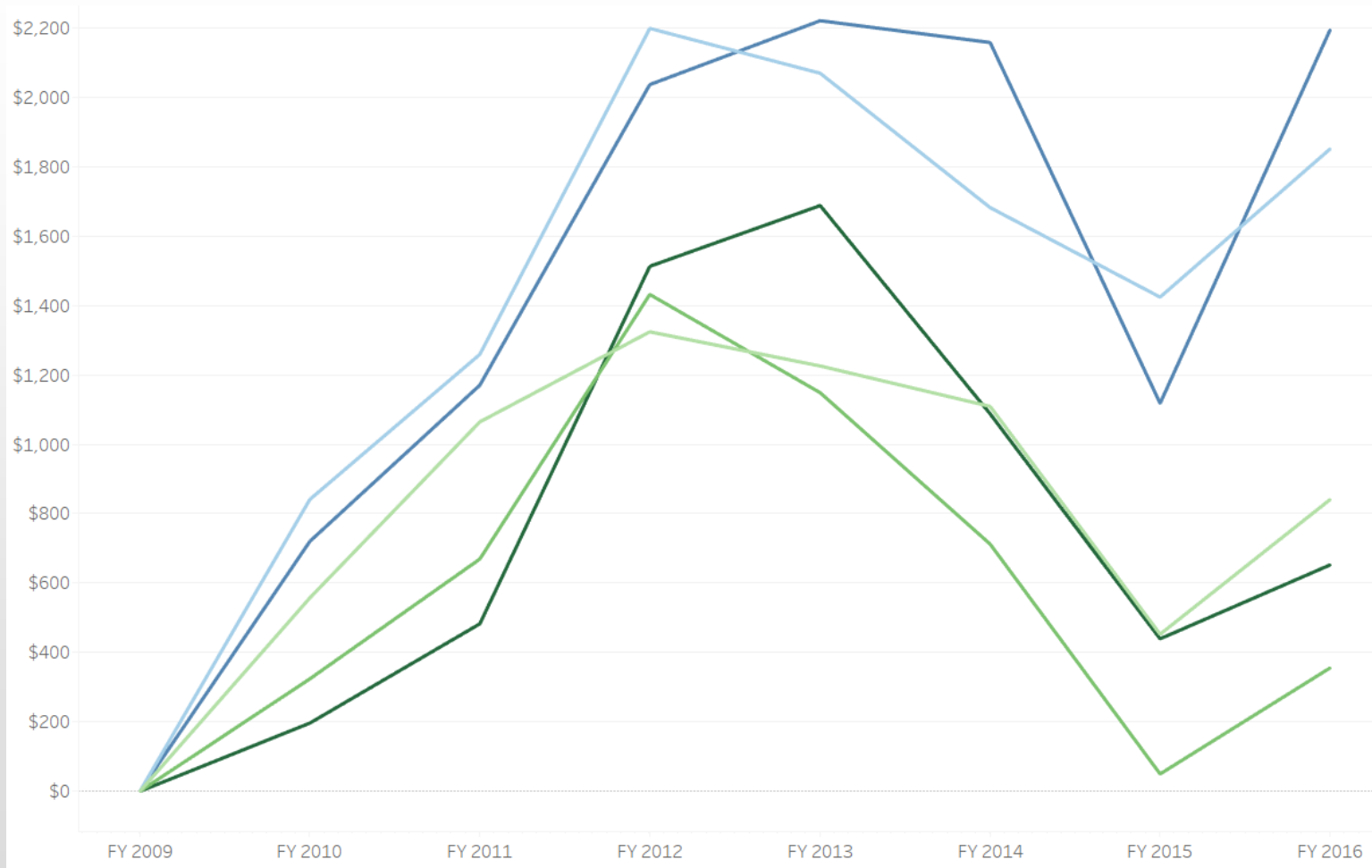
# Graduation Rate of Pell Grant Recipients, Public Two-Year Institutions



Source: NCES IPEDS. Difference is in percentage points.

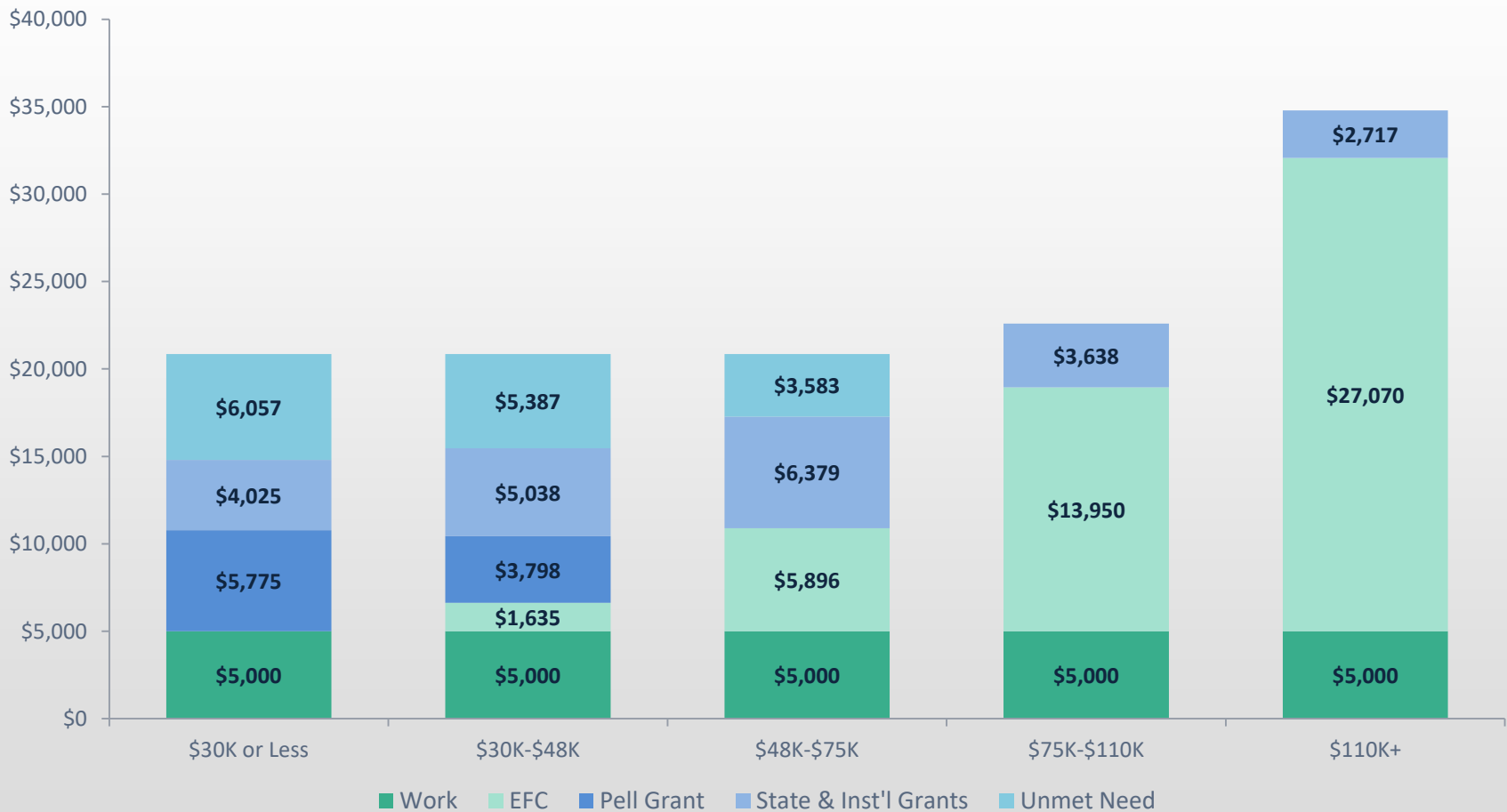


# Change in Net Price at Missouri Public Four-Year Institutions by Income Band

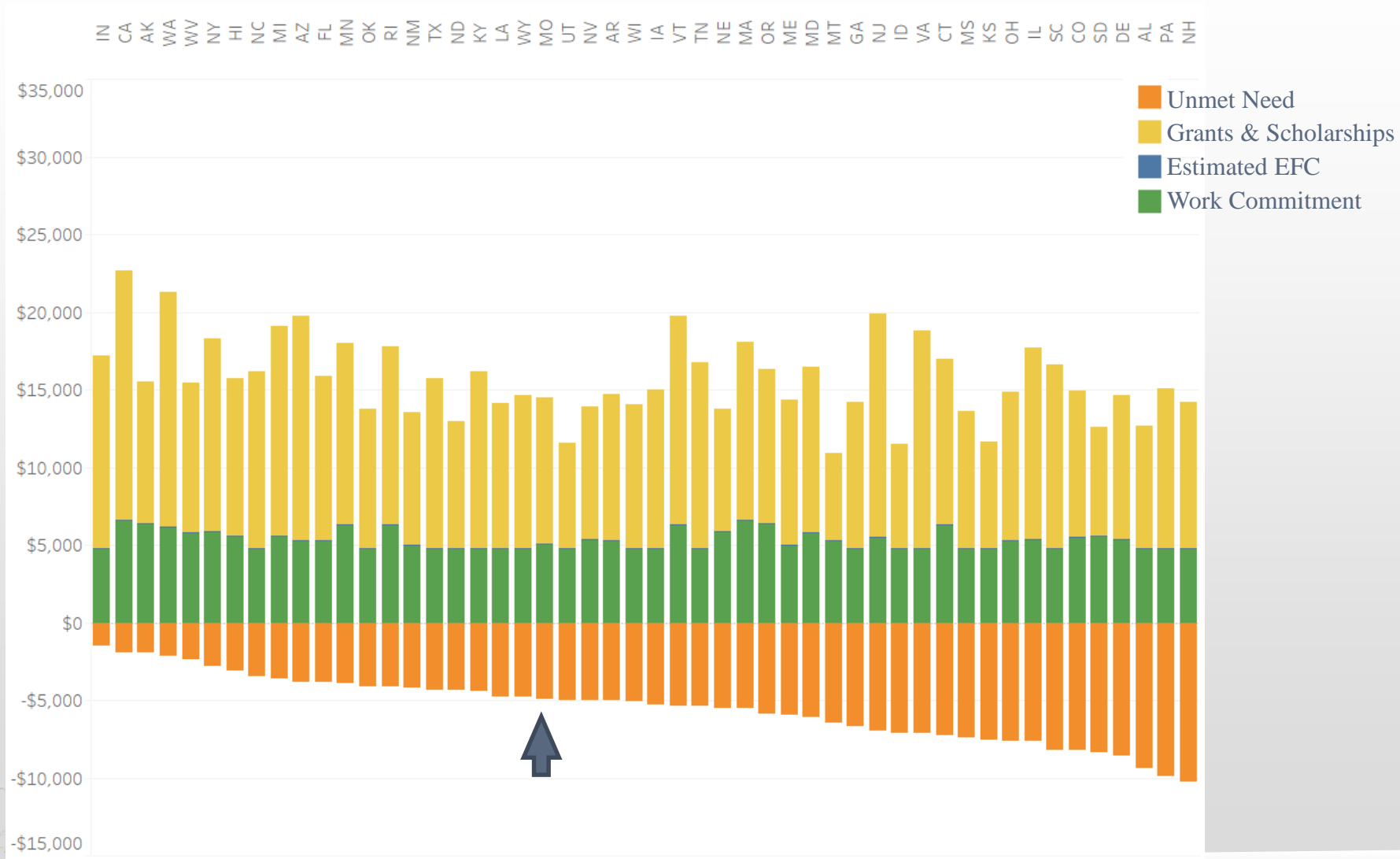




# Affordability Profiles, Missouri Public Four-Year Institutions, 2015-16



# Affordability for First-Time Full-Time Students With Income of \$0-\$30,000 at Public Four-Year Institutions, 2015-16

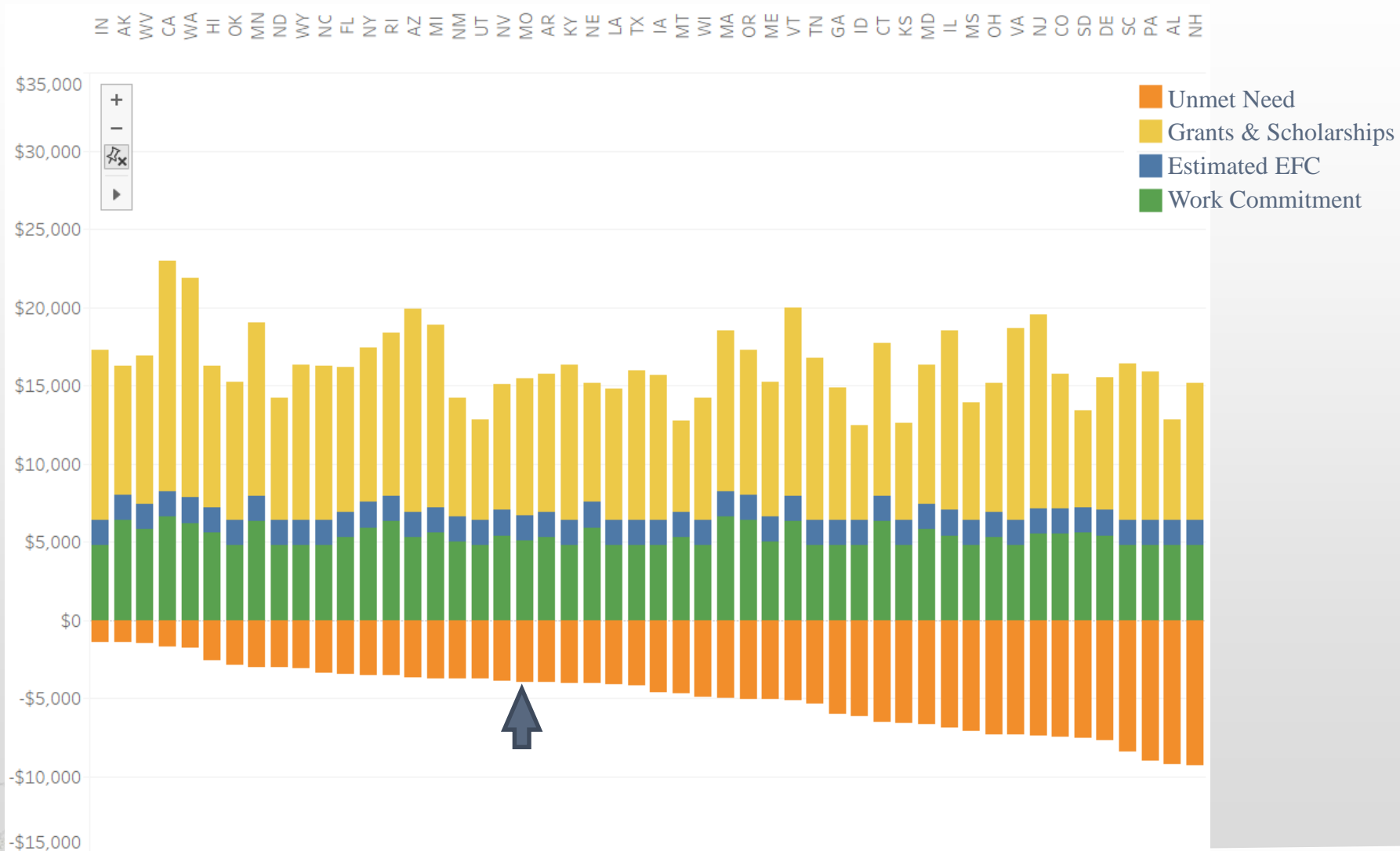


Notes: Work commitment assumes 15 hours/week for 48 weeks/year at HI minimum wage. EFC is the median within each income band from NPSAS:12; given that income bands are fixed in IPEDS, the age of this estimate is likely not problematic. Unmet need is calculated as the difference between on-campus cost of attendance and the sum of the work commitment, EFC estimate, and total grants and scholarships. Unmet need is expressed as a negative number in order to permit sorting in a way that clarifies its relative magnitude by state. Dollars are adjusted for inflation with the CPI.

Sources: IPEDS Student Financial Aid Survey; NPSAS: 12.



# Affordability for First-Time Full-Time Students With Income of \$30,000-\$48,000 at Public Four-Year Institutions, 2015-16

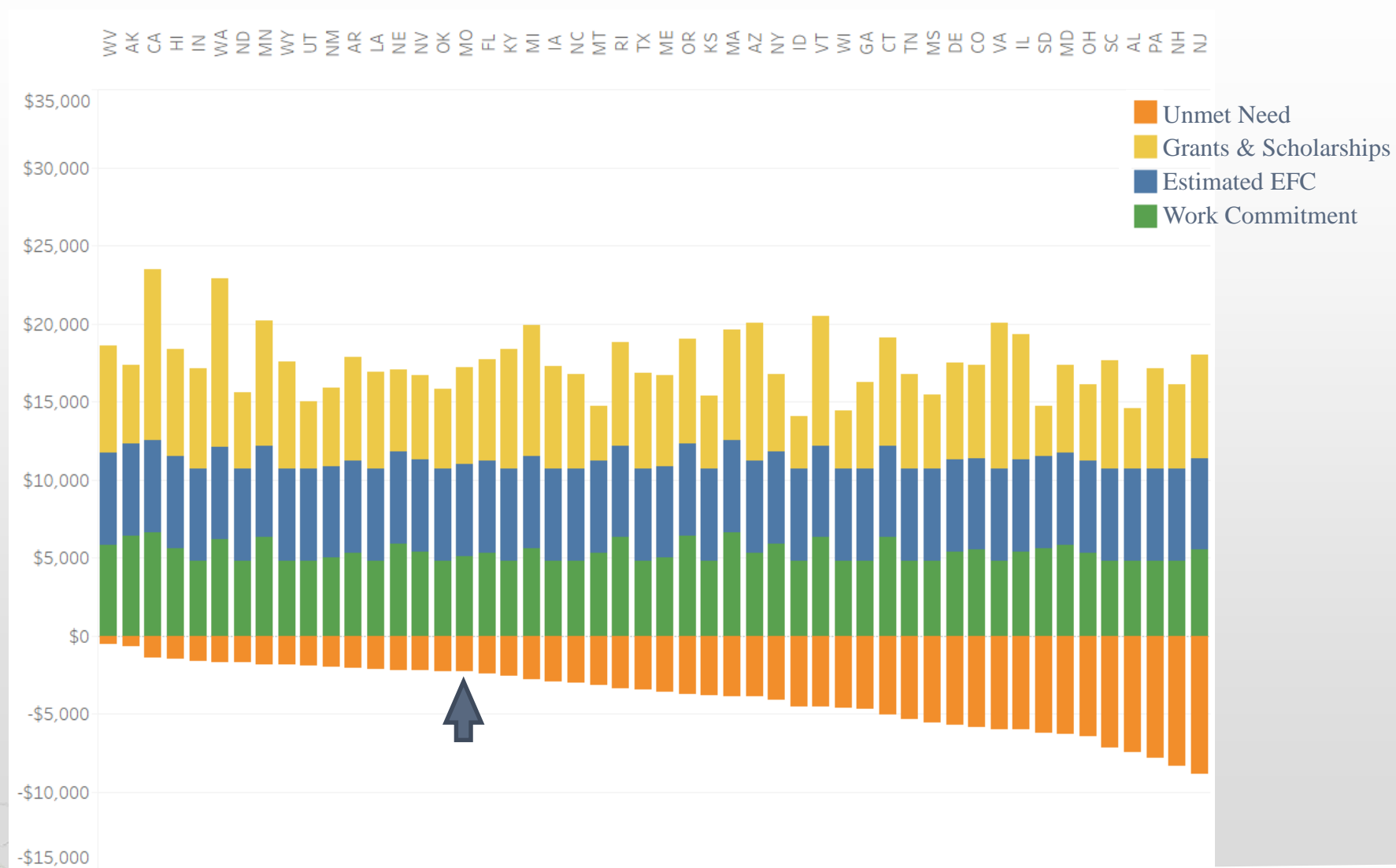


Notes: Work commitment assumes 15 hours/week for 48 weeks/year at HI minimum wage. EFC is the median within each income band from NPSAS:12; given that income bands are fixed in IPEDS, the age of this estimate is likely not problematic. Unmet need is calculated as the difference between on-campus cost of attendance and the sum of the work commitment, EFC estimate, and total grants and scholarships. Unmet need is expressed as a negative number in order to permit sorting in a way that clarifies its relative magnitude by state. Dollars are adjusted for inflation with the CPI.

Sources: IPEDS Student Financial Aid Survey; NPSAS: 12.



# Affordability for First-Time Full-Time Students With Income of \$48,000-\$75,000 at Public Four-Year Institutions, 2015-16

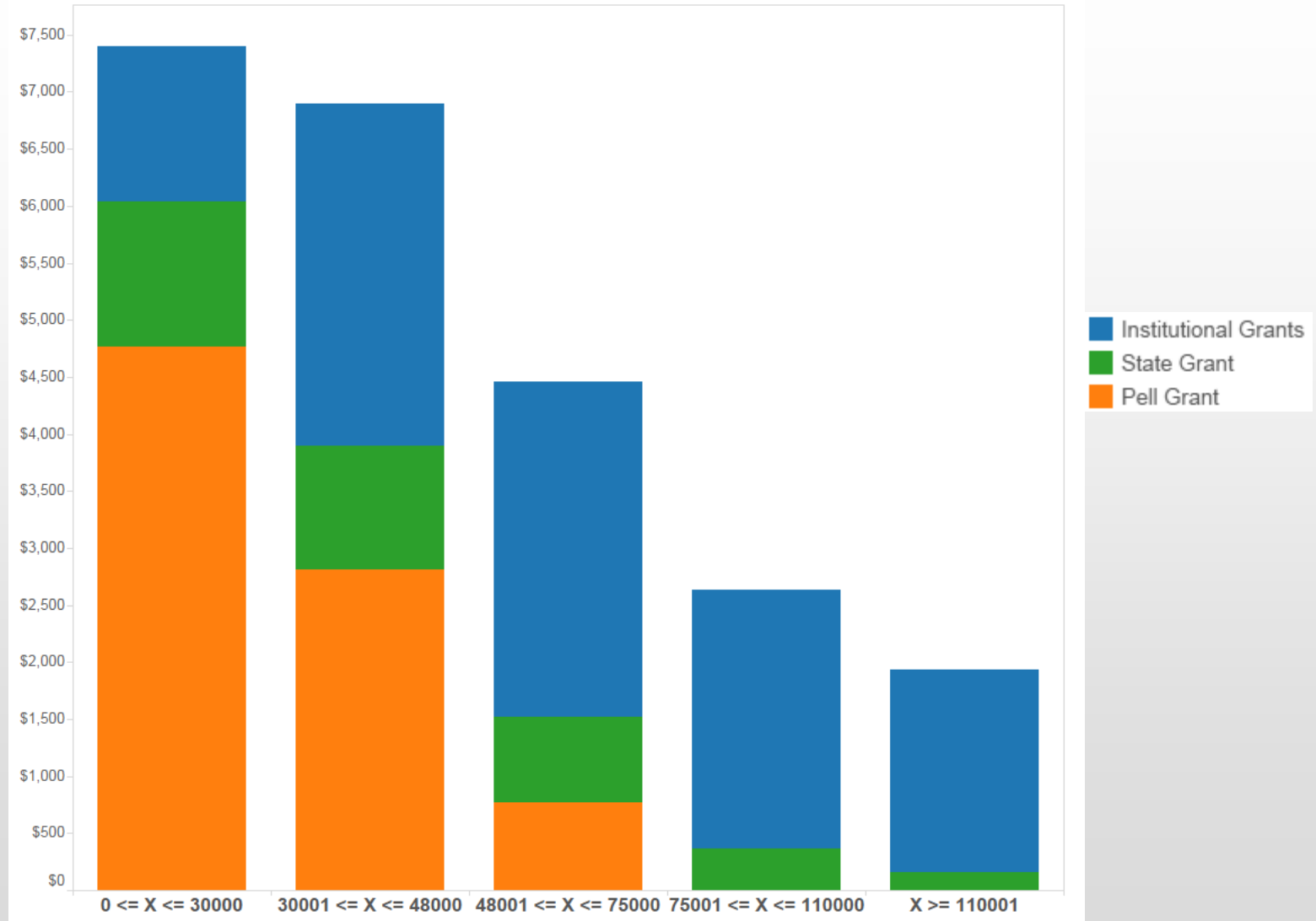


Notes: Work commitment assumes 15 hours/week for 48 weeks/year at HI minimum wage. EFC is the median within each income band from NPSAS:12; given that income bands are fixed in IPEDS, the age of this estimate is likely not problematic. Unmet need is calculated as the difference between on-campus cost of attendance and the sum of the work commitment, EFC estimate, and total grants and scholarships. Unmet need is expressed as a negative number in order to permit sorting in a way that clarifies its relative magnitude by state. Dollars are adjusted for inflation with the CPI.

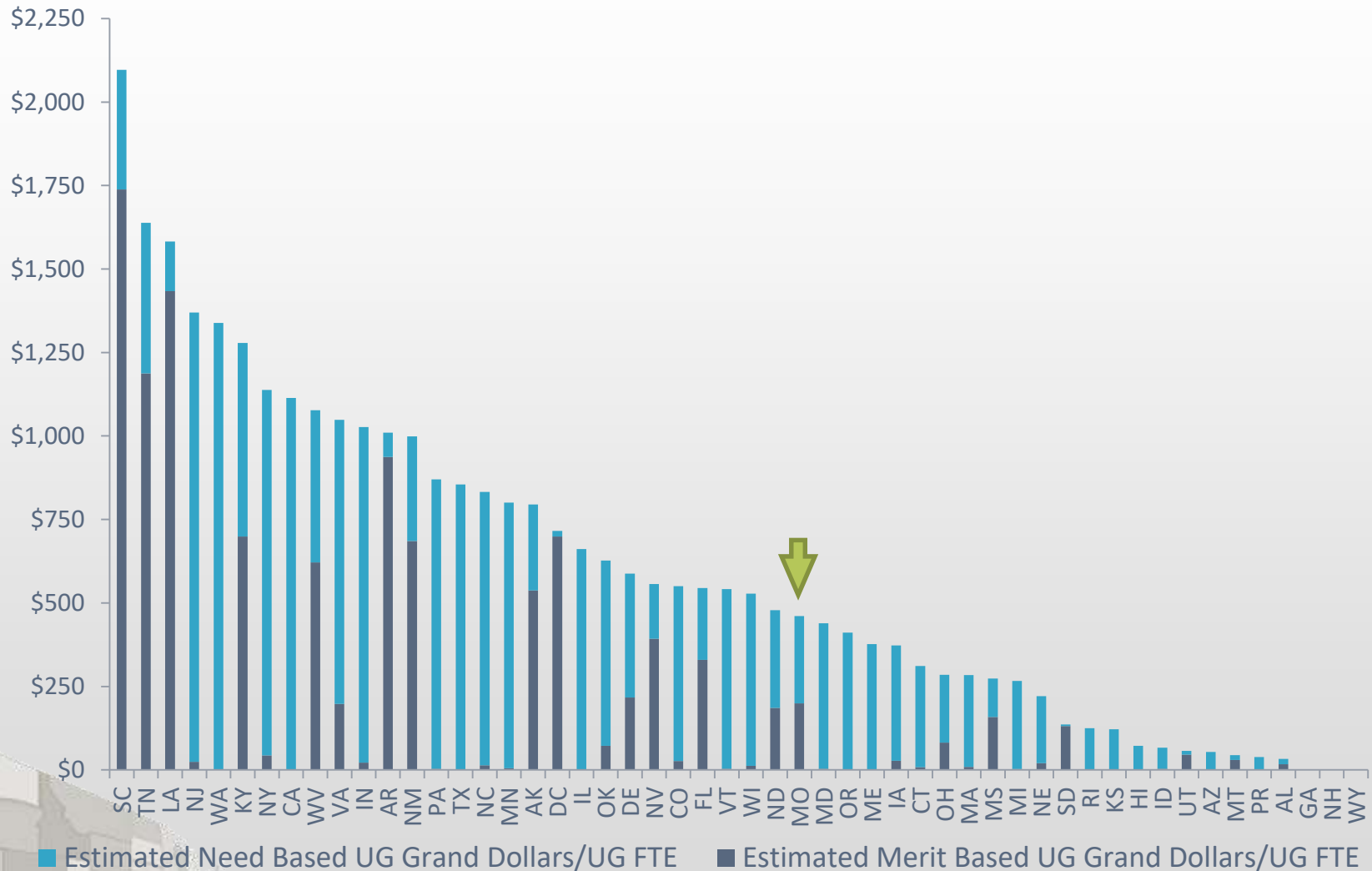
Sources: IPEDS Student Financial Aid Survey; NPSAS: 12.



# Estimated Grants by Source and Income Group, Missouri Comprehensive Public Four-Year Institutions, 2014-15



# Need- and Merit-Based Grant Dollars per FTE, 2015-16 by State



Source: NASSGAP 47<sup>th</sup> Annual Survey Report on State-Sponsored Student Financial Aid, 2015-16 Academic Year



# Summary

- Achieving the state goal depends on ensuring affordability
  - Growing populations of low-income and under-represented populations and adult learners
  - Lagging measures of income
- Holding the line on tuition has helped prop up affordability, but more so in the four-year sector than in the two-year sector
- Non-tuition expenses in Missouri show extreme variation
- It is worthwhile to capture a comprehensive, integrated picture of the resources students rely on to pay college expenses, including
  - Grants by source (Pell, state, institution)
  - Family contributions
  - A reasonable amount of work
  - Loans
- State aid is supplemented by institutional aid
  - Increasingly critical to understand
  - Helped address affordability challenges for low- and middle-income students
  - The state has little influence over those expenditures
  - Resources needed to provide them are concentrated in a few institutions and may be unreliable

